



NEW YORK MILLS UFSD

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Professional Development Plan

2022-2025

New York Mills UFSD Board of Education approval: December 6 , 2022

TABLE OF CONTENTS

- 1. Vision and Introduction.....
- 2. Membership.....
- 3. NYSED Regulations and Requirements.....
- 4. Philosophy.....
- 5. Organization-wide Goals.....
- 6. Action Plan.....
- 7. Provisions for Mentoring.....
- 8. Provisions for School Violence Prevention.....
- 9. Provisions for Teachers Certified in Bilingual and ELL
Education.....
- 10. Appendix A: PD Offerings.....
- 11. Appendix B: Needs Assessment results.....
- 12. Appendix C: New York Mills Mentoring Plan.....

VISION

Our vision is to create an incomparable K-12 school district that is as highly regarded for its academic excellence, as it is for its pride and commitment to actively serve and improve its surrounding community.

MISSION

Through combined efforts of students, staff, parents, and community members, our mission is to foster the confidence, knowledge, cognition, and character necessary to instill a strong work ethic, to create an environment of tolerance and respect, and to ignite an attitude of inquiry and enthusiasm for learning that will enable students to become productive, responsible citizens.

INTRODUCTION

The Professional Education Committee (PEC) has been chosen to advise the Superintendent on professional development needs and concerns of the teaching staff. The Committee, which represents the K-12 continuum, also advises and plans the program for regularly scheduled Superintendent Conference Days. In light of changes in Commissioner's Regulations 100.2 (dd), the PEC will be asked to help plan the District's conference days to meet the requirements of a District Professional Development Plan (PDP) as it pertains to the Next Generation Learning Standards implementation.

CORE BELIEFS and VALUES

We believe that all students:

- should be provided the opportunity to reach their full academic, physical, and social-emotional potential in order to become productive citizens.
- should demonstrate respect, honesty, and integrity as part of maintaining good citizenship.
- should be responsible and accountable contributors to society through leadership and service to others.
- should be treated fairly and equitably based on individual needs.
- should have learning experiences that expand beyond the classroom.
- should develop technological awareness, problem-solving, and analytical skills.
- should be empowered to learn and grow through both successes and failures.
- have value and worth and are part of a greater whole.
- must feel welcome and safe.
- are valued members of the school community.

To support our core beliefs and values the Professional Education Committee (PEC) has developed this Professional Development Plan. It is envisioned that the PEC will continue to schedule at least two staff in-service days to align with staff needs.

In addition, complementary needs may arise and be expressed to the appropriate administrator or through the PEC by any one of the following levels:

~Individual Teacher

~Grade Level

~Department

~Building

~District

These needs will be considered by the PEC in conjunction with the principals when feasible, in order for the PEC to ensure continuous and sustained professional development. Notwithstanding this function of the PEC, current approval procedures will remain intact for local in-service credit, CTLE credit, Teacher Center, credit hours, sabbatical leaves, and other types of curriculum and staff development.

Professional Development Committee Membership

Name	Title
Dr. Kathleen Davis	Interim Superintendent
Mary Facci	K-12 Executive Principal
Brent Dodge	K-12 Principal
Audrey Foote	Secondary Teacher
Virginia Davis	Secondary Teacher
Tiffany Schmidt	Elementary Teacher
Amanda Sullivan	Elementary Teacher
Jennifer Goodfriend	Elementary Teacher

Jeanne Marley	Secondary Teacher
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New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

New York Mills UFSD and ONEIDA-HERKIMER-MADISON BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

Professional development at New York Mills UFSD is a vital component of our commitment to serving our educational community as their Essential Partner. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, 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, as it 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.

New York Mills UFSD Professional Development Goals (Developed with results of Needs Assessment tool (attached) as well as our School Report card, BEDS data, attendance information, Graduation rates, student performance, state benchmarks, surveys)

Goal #1 : New York Mills UFSD will provide professional development to support teachers in their knowledge and implementation of differentiated instruction with a specific focus on serving students with varying degrees of learning styles and learning loss due to the pandemic. Students will have individualized goals for student learning outcomes as a result of the review and implementation of the district's RTI plan.

Goal #2 : New York Mills UFSD will support teachers in integrating technology to reinforce learning, communication and meaningful connections within specific content areas while also guaranteeing a systematic and coherent approach to the selection of district-approved technology. This will support our students in their education as 21st century learners developing their technological knowledge and skills for participation in life, work and citizenship.

Goal #3 : New York Mills UFSD will support teachers in developing a prioritized and vertically aligned curriculum and assessments. This professional development will be supported by NYSED learning standards, multiple data sources as well as teacher and administrative knowledge and input.

Goal #4 : New York Mills UFSD will provide professional development in social emotional learning. Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Action Plans

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants we anticipate to be utilized by the district during the 2022 – 20225 school year.

Goal #1 : New York Mills UFSD will provide professional development to support teachers in their knowledge and implementation of differentiated instruction with a specific focus on serving students with varying degrees of learning styles and learning loss due to the pandemic. Students will have individualized goals for student learning outcomes as a result of the review and implementation of the district's RTI plan.

Objective: New York Mills UFSD will provide professional development opportunities that will support teachers in their knowledge and implementation of research based differentiated instructional models and strategies as well as implementation of their RTI plan			
Essential Questions: How do we support educators as they work to improve their professional practices so as to better meet the needs of diverse learners and learners affected by post covid learning loss?			
Activities and Strategies:			
Activities	Evidence	Responsibility	Timeline

Differentiated Instruction	My Learning Plan registration	PPL department, OHM BOCES Jessica Hockett - Elem. and MS/HS	Conference Days 2022-2025
Reading League Interventions	My Learning Plan registrations	Building Principals	Conference Days 2022-2024
Anita Archer Reading Interventions	My Learning Plan registrations	New York Mills UFSD OHM BOCES	Conference Days 2023-2025
Professional Learning Council Focus: Differentiation	My Learning Plan	OHM BOCES Regional PLC	Bi-monthly regional meetings 2022-2025
CKLA Interventions	My Learning Plan	New York Mills UFSD	Amplify
NGLS Curriculum work	My Learning Plan	New York Mills UFSD	Summer: 2023 - 25
Data - plans for learning loss	My Learning Plan	New York Mills UFSD Team meetings	2022- 23

RTI plan review	My Learning Plan	NYM UFSD Administration and team meetings	2022 -25 - ongoing
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Goal 2: New York Mills UFSD will support teachers in integrating technology to reinforce learning, communication and meaningful connections within specific content areas while also guaranteeing a systematic and coherent approach to the selection of district-approved technology. This will support our students in their education as 21st century learners developing their technological knowledge and skills for participation in life, work and citizenship.

Objective: The district will provide training integrating technology for educators and leaders, supporting the skills students need to be successful as 21st century learners and digital citizens.			
Essential Questions: How will we support educators in developing their knowledge of technology integration to support student learning in varied instructional modes?			
Activities and Strategies:			
Activities	Evidence	Responsibility	Timeline
eDoctrina training	My Learning Plan	MORIC	2022-23

Assessment Construction/Delivery	My learning Plan	OHM BOCES	2023-24
NYS Standards curriculum Work Computer Science/Digital Fluency	My Learning Plan	OHM BOCES MORIC	2022-2024
Promethean Board training	My Learning Plan	Promethean Limited MORIC	2022-23
Word Wall App.	My Learning Plan	Visual Education Limited NYM staff	2022-23
Computer Based Testing	My Learning Plan	OHM BOCES - Support Services NYSED	2022-23
G Suite	My Learning Plan	OHM BOCES - Support Services	2022-24
Computer Camp	My Learning Plan	NYM UFSD staff	2022-25 Summer yearly

Engineering by Design - review and refine current approaches	My Learning Plan	NYM UFSD	2023 summer

Goal 3: New York Mills UFSD will support teachers in developing a prioritized and vertically aligned curriculum and related assessments. This professional development will be supported by NYSED learning standards, multiple data sources as well as teacher and administrative knowledge and input.

Objective: The district will have a mapped curriculum to drive high-quality instruction that will allow students to meet or exceed the expectations on NYS and local assessments.			
Essential Question: How do we facilitate the work to develop curriculum maps and document the prioritization of high-quality instruction on a multi-year basis?			
Activities and Strategies:			
Activities	Evidence	Responsibility	Timeline
NGLS - ELA and Math, Science,	Team meeting attendance	Team Meetings, Faculty meetings	2022- 2025 continuous

Social Studies Curriculum maps	My Learning Plan	OHM BOCES	
CKLA - Literacy Amplify	My Learning Plan	NYM UFSD	2022-23
Project Based Learning - Trevor Muir	My Learning Plan	OHM BOCES	March 2023
Power Skills for Success	My Learning Plan	OHM BOCES School to Careers	March 2023
Writing Curriculum ongoing work	My Learning Plan	NYM staff	2022-25 - ongoing
Data Gap Analysis	Faculty meetings Team meetings My Learning Plan	MORIC NYM UFSD admin	2022-2025 - ongoing
PLC's	My learning Plan	OHM BOCES Regional PLCs	2022-25 - ongoing

Goal 4: New York Mills UFSD will provide professional development in social emotional learning. Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

4. Develop self-awareness and self-management skills essential to success in school and in life.
5. Use social awareness and interpersonal skills to establish and maintain positive relationships.
6. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Objective: Provide professional development to assist educators in their support of the social-emotional needs of students.			
Essential Question: How do we support educators as they foster students' social-emotional competencies such as self-awareness, self-management, sound decision making and responsible behaviors?			
Activities and Strategies:			
Activities	Evidence	Responsibility	Timeline

Integration of SEL standards	My Learning Plan	Teachers and administrators NYSED OHM BOCES	2022-23 2023-25
Positivity Project Leadership Training	My Learning Plan	Teacher Leaders and P2 (Positivity Project)	2022-2025 Ongoing integration
Safe Schools/Healthy students	My learning Plan Sign-in sheets	Community Schools	2022-2025 ongoing
Poverty Eric Jensen - book study	My Learning Plan	NYM UFSD	2022
Engagement/ Motivation strategies	My Learning Plan	PPL - OHM BOCES	Ann Turner August 2022
Attendance strategies	My Learning Plan Faculty Mtgs. sign-in	NYSED NYM UFSD administration	2022-25 ongoing
Equity - CRSE	My Learning Plan	PPL - OHM BOCES	Kevin Healy

			August 2022
SEL - Homeless to Harvard Liz Murray	Sign - in in district	OHM BOCES Regional Opening Day for Educators	Liz Murray
Trauma Informed Instruction	My Learning Plan	OHM BOCES	September 2023

Provisions for Mentoring Program

The New York Mills UFSD Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at New York Mills UFSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	Please see attached <u>New York Mills School District New Teacher Mentoring Program</u>
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Role of the Mentors	Please see attached <u>New York Mills School District New Teacher Mentoring Program</u>
Preparation of Mentors	Please see attached <u>New York Mills School District New Teacher Mentoring Program</u>
Types of Mentoring Activities	Please see attached <u>New York Mills School District New Teacher Mentoring Program</u>
Time Allotted for Mentoring	Please see attached <u>New York Mills School District New Teacher Mentoring Program</u>

Attachment: [New York Mills School District New Teacher Mentoring Program](#)

Provisions for School Violence Prevention and Intervention Training

New York Mills UFSD is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, New York Mills UFS will provide refreshers on school violence prevention and intervention.

In instructional settings, New York Mills UFSD will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

CTLE Recordkeeping and Documentation Requirements (This section does not apply to teachers who hold Permanent Certification)

Teachers with Professional Certificates must complete 100 hours of professional learning/CTLE every five years in order to continue to hold certification and teach in New York State. The first professional development period begins July 1 following the effective date of the certificate.

Professional certificate holders in classroom teaching, educational leadership, and teaching assistant level IIIs, are subject to 100 hours of acceptable CTLE in content, pedagogy, and language acquisition, every five-year registration period.

The New York Mills UFSD will annually provide opportunities for faculty to engage in high-quality professional development. A number of these activities are eligible to obtain CTLE credit towards the 100 hour requirement set forth by the NYSED. NYSED defines eligible CTLE opportunities as follows: Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Within the school year hours to meet this requirement include:

4 Superintendent's Conference Days

Workshops, conferences, in-service offerings and technology integration opportunities

Online courses and webinars (ex. NYSUT pd.offerings)

Release time during the school day for curriculum work

Annual health and safety trainings

CTLE providers that are frequently used at New York Mills UFSD:

New York Mills UFSD	NYSUT
Oneida-Herkimer - Madison BOCES	MORIC
Center state Teacher Center	NYSED
R-BERN	

Tracking of Hours:

It is incumbent of the individual to maintain their own recording document of the 100 hours. NYM UFSD approved workshops will be logged via My Learning Plan. Any CTLE activities completed outside of the district will be recorded by the individual and not a responsibility of the district to track. Each staff member will need a Certificate of Completion from the provider to be used as evidence of their hours. The NYS documentation form will be used by educators in NYM UFSD to track their hours .

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

Districts/sponsors will issue Certificate of Completion forms and will maintain records for all CTLE activities for 8 years. **The district will use the NYSED certificate of completion form.** <https://www.highered.nysed.gov/tcert/pdf/ctle-certificate-completion-form.pdf>

Please note that (Non-NYSED) acceptable CTLE certificates will include all elements of the NYSED form.



Educators:

Educators must maintain CTLE records and documentation (Certificate of Completion Forms) for at least three years from the end of the registration period in which they completed the CTLE.

Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, their CTLE documentation must be available upon request by the Department.

You can refer to the following link regarding Recordkeeping and Documentation.

CTLE Recordkeeping and Documentation Requirements:

<https://www.highered.nysed.gov/tcert/resteachers/ctle-record-doc.html>

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

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 80-4.3 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 co-teaching strategies, and integrating language and content instruction for English language learners.

New York Mills UFS teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network (RBERN – Mid-state) to fulfill these requirements.

For all other faculty and staff, New York Mills UFSD meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the New York Mills UFSD total student population as of such date as established by the commissioner.*

The New York Mills UFSD has a low number of ELL students enrolled in K-12 that require ELL services. The number varies but currently we have 15 - 18 students. The district assures that educators of ELL students will receive Professional development geared to the needs of their specific learners. Our itinerant ELL teacher from OHM BOCES will provide targeted professional development during designated professional development days. Additionally, educators will take advantage of offerings by R-BERN - Mid-State.

The topics will focus on strategies to support language acquisition in the content areas as well as co-teaching models. The workshops offered to teachers under Goal #1 - Differentiation will also support educators in meeting the needs of these students.

These offerings will meet the CTLE Language Acquisition Requirements.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements

Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional Bilingual Extension Annotation	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent School Leader	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Extension Annotation	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent certificate holders are NOT subject to CTLE requirements.	N/A

***Exemption:** A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. For additional information, please see the [English Language Learner and Multilingual Learner Regulations & Compliance webpage](#).

CTLE Language Acquisition Requirement:

The plan has included the Language Acquisition Chart (p. 22) to ensure that educators with varying certificates are informed as to what percent of CTLE would need to be in language acquisition, should a waiver not be granted. If an exemption is granted, then the following applies:

Educators who are subject to CTLE are exempt from the CTLE language acquisition requirement for each year they practice in an applicable school with an approved exemption for the CTLE language acquisition requirement. The school district, rather than the educator, would obtain the exemption. Educators who are employed by an applicable school with an approved CTLE language acquisition requirement exemption still must complete the CTLE requirement (e.g., 100 clock hours).

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

if the district gets an exemption, it applies to all educators who are subject to CTLE. Here is a link that has information about an Exemption.

<https://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html>

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2022-2025 school year which will be available across the New York Mills UFS organization where CTLE credit will be awarded.

NOTE: TOPICS IN THE CHART BELOW ARE TOPICS THAT WILL BE PROVIDED BY ONEIDA-HERKIMER-MADISON BOCES PROFESSIONAL DEVELOPMENT STAFF AS WELL AS OFFERINGS BY THE NEW YORK MILLS UFSD.

Topic	Organization/Consultant Provider	Consultants
Adobe	OHM BOCES	
APPR	OHM BOCES	Ann Turner Education Leadership Network
Art	OHM BOCES	MWPAl, Hamilton College
Coaching (instructional)	OHM BOCES	Dr. W. Bunker
Differentiation	OHM BOCES	Jessica Hockett
DEI	OHM BOCES	Dr. Madden, Dr. L. Brown, K. Healy, P. Johnson
Elementary Math	OHMBOCES	Michelle Gaspa
ELL (CR154)	OHM BOCES	R-BERN – Md-state
Equipment Specific Training	OHM BOCES	OHM BOCES Safety Office
<i>Every Book is a Social Studies Book</i>	OHM BOCES	

Explicit Direction Instruction	OHM BOCES	Data Works (John Hollinsworth)
Co Teaching	OHM BOCES New York Mills UFSD	Toby Karten
Literacy and Writing	OHM BOCES	Kris Tovani, Olivia Wahl
Writing	New York Mills UFSD	Simple View of Writing Reading League
Guidance Counselors	OHM BOCES	Counselors Summit – March Conf.
HS Math	OHM BOCES	Darlene Kempf
Independent Evaluator Experiences	OHM BOCES	Ann Turner, Education Leadership Network, OHM BOCES
Innovation	OHM BOCES	Support Services
Instructional Best Practice	OHM BOCES	OHM BOCES PPL staff
LLI	OHM BOCES	Fountas and Pinnell
Literacy	OHM BOCES/ NYM UFSD	Reading League

Leadership	OHMBOCES	CSU Study Council, Ed. Ldrshp. Network , OHM BOCES
Library Science	OHMBOCES	Elizabeth Hartnett, OHM BOCES
Literacy	OHM BOCES	Dr. W. Bunker
LOTE	OHM BOCES	Greg Smith
Manufacturing and Engineering	OHM BOCES	School to Work (SABA)
EL/MS/HS Math	OHM BOCES	PEBC, Anita Coltrain
EL/MS/HS ELA	OHM BOCES	PEBC
Music	OHM BOCES	J. Marro
My Learning Plan (Frontline)	OHM BOCES	
New Teacher Mentoring	OHM BOCES	Ann Turner
NYSAA	OHM, Partnership	
Virtual Learning	OHMBOCES	PPL, Support Services

PBIS	OHM BOCES,	Safety Office, J. Marro
Professional Learning Communities	OHM BOCES	Solution Tree Kevin Healy, Coord.
Physical Education	OHM BOCES	Fit Kids, Fit Futures
Poverty	OHM BOCES, NYS Teacher Centers	Eric Jensen
Principal Evaluation	OHM BOCES	Ann Turner
Project Based Learning	OHM BOCES, OCM BOCES	Trevor Muir
Research Strategies	OHM BOCES	
Right to Know	OHM BOCES	Safety Office
RTI	OHM BOCES	Dr.Katherine Stahl
School Counseling	OHM BOCES	
School Psychologists	OHM BOCES	
School Safety, DASA	OHM BOCES	

Science (kit trngs)	OHM BOCES	OHM BOCES Science Center
Scoring (Regents, 3-8 testing)	OHM BOCES	OHM BOCES
Social Studies Frameworks	OHM BOCES	Oneida Cty. Historical Society
Special Education	OHM BOCES	Partnership, Heather Gaetano
Standards Based Grading	OHM BOCES	
Student Learning System (Buzz)	OHM	Agilix
Suspension Training	OHM BOCES	Ferrara Law Firm
STEM	OHM BOCES	Trevor Muir
Teacher Evaluation	OHM BOCES	Ann Turner
Teacher Assistants PLC	OHM BOCES	Ann Marley
Technology Integration	OHM BOCES	Jennifer Parzych
Thinking Strategies	OHM BOCES	PEBC
Trauma Informed Care	OHM BOCES	

Vocabulary Development	OHM BOCES	Dr. Bunker
Writer's and Reader's Workshop	OHM BOCES	Dr. Bunker
Writing	OHM BOCES	Dr. Bunker
SEL	OHM BOCES	Erin Gruwell, Liz Murray
Early Learning	OHM BOCES	Ann Turner
Consider the Source	OHM BOCES	NYSED
Writing	OHM BOCES	Carl Anderson
Science	OHM BOCES	Paul Anderson
Computer Camp	New York Mills UFSD	Danielle Howe
DEI	New York Mills UFSD	Dr. Mark Montgomery Dr. Meredith Madden
Eureka Math	New York Mills UFSD	Great Minds
Writing Revolution	New York Mills UFSD	Book Study

CBT	New York Mills UFSD	eDoctrina
CRSE in Special Education Classrooms	OHM BOCES	Heather Geatano , Nate White
Making Magic Happen	New York Mills UFSD	Disney Institute
ELL Session 2 Session 3 Oracy	New York Mills UFSD	Mid-State R-BERN
NYSUT professional development opportunities https://elt.nysut.org/professionals-learning	New York Mills UFSD	NYSUT
Positivity Project	P2	P2 trainers

Regulations of the Commissioner of Education section on “Acceptable CTLE.”

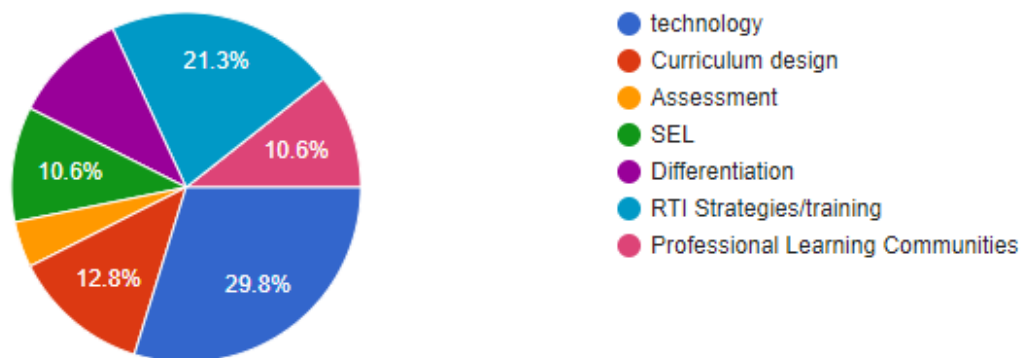
[https://govt.westlaw.com/nycrr/Document/I0e225e610ac411e69decf8bace0b1424?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/nycrr/Document/I0e225e610ac411e69decf8bace0b1424?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1)

APPENDIX B - Staff Survey of Needs Summary October 2022

What areas do you feel should be a focus over the next three years for professional development



47 responses



APPENDIX C: New Teacher's Mentoring Plan:

**New York Mills School District
New Teacher Mentoring Program**

Program Goal

The goal of the mentoring program is to improve the skill and retention of new teachers as they transition from academic preparation to their first professional appointment. This program provides mentorship to teachers certified after February 2, 2004, with less than two years of teaching and initial or transitional certification.

Mentor Selection Procedure

This procedure has been developed in collaboration with Teacher Association representatives and district administration through their Professional Education Committee. This program is included in the Professional Development Plan, which is published and available to district staff and the public upon request.

All certified and tenured New York Mills teachers will be offered the opportunity to apply to be a mentor. Administrators will conduct interviews of all interested teachers to select appropriate mentor candidates. Selected mentor candidates will be recommended by the Superintendent to the Board of Education for approval on a yearly basis.

Criteria for selection of mentors are:

- A history of outstanding evaluations and participation in staff development programs.
- Demonstrated mastery of effective teaching strategies and content area knowledge if applicable
- Demonstrated ability to provide an environment conducive to learning (i.e., classroom management)
- Evidence of excellent interpersonal relationship skills
- Demonstrated ability to be a positive role model

Based on the goals of the program, it is imperative that a positive relationship is formed between the mentor and the new teacher. It is also understood that the performance of the mentor is critical to the success of the new teacher. As a result, the following guidelines will be used to oversee the mentoring process:

- > The Superintendent or his/her designee will notify mentors of their approval in writing.
- > Assignment of a mentor will be on an annual basis for each school year. Selection one year as a mentor does not guarantee selection as a mentor during subsequent years.
- Mentors may request to leave the program at any time; however, their release from mentoring duties will be based on the approval of the superintendent.
- > A teacher in the mentoring program may request a change in mentors by submitting a written request, including reason(s) to their principal, who will present that request to the Superintendent.
- > Compensation for the mentor will cease immediately upon termination of mentoring duties.

- The Superintendent may remove a mentor at any time during the school year if the action taken is based upon rationale such as attendance, performance, etc.

Mentor Training and Preparation

Mentors will be trained before working with any new teacher. The local BOCES Professional Development Division will provide the training, which will be held after school and/or during the summer months. Topics include but are not limited to:

- Goals for the mentoring program
- Mentor's responsibilities
- Communications skills
- The needs of a new teacher
- Stages of teacher development
- Observation techniques
- The mentoring relationship
- Coaching techniques
- Classroom management techniques
- Trouble-shooting issues
- Creating mentorship outline

Follow-up training will be held for mentors throughout the year to assess their plan, help with implementation, provide support for the mentors in their new role and provide continuing professional development.

Role of the Mentor

The mentor's role is one of guidance and support, and shall include but not be limited to:

- encouraging and assisting in the orientation of a beginning teacher
- developing a written mentorship outline to submit to the building principal at the conclusion of the mentorship training program
- reviewing district, building, and program policies and procedures with the new teacher.
- sponsoring the beginning teacher organizationally and professionally
- guiding the new teacher in the development of short- and long-term goals
- providing opportunities for the new teacher to observe the mentor teacher in a classroom setting
- observing the new teacher in a classroom setting and providing feedback
- coaching the new teacher on the art of reflection
- suggesting appropriate professional opportunities
- acting as a positive role model
- providing emotional support to the new teacher by listening and promoting open communication
- serving as a professional resource for the

new teacher ➤ supporting the new teacher in reaching his/her professional goals ➤ participating in ongoing mentor training. ➤ maintaining confidentiality

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character. In addition, participation in the teacher mentoring program shall in no way interfere with the right of school administration to evaluate the teaching performance of the new teacher or mentor.

Role of the New Teacher

The new teacher will participate in a collaborative relationship with a highly regarded and experienced mentor. Their role will include, but not be limited to: ➤ assuming responsibility for becoming a highly skilled teacher ➤ developing short- and long-term goals focused on professional growth and achievement ➤ reviewing district, building, and program policies and procedures with their mentor ➤ attending training workshops and other appropriate professional development opportunities ➤ actively participating in mentor program activities ➤ observing lessons presented by the mentor and other highly skilled teachers ➤ being observed by the mentor

Mentoring Activities

Mentors and beginning teachers may take part in the activities listed below. Other mentoring activities will be considered and approved on an individual basis by the building principal and/or superintendent of schools.

- Attending professional development workshops
- Creating appropriate learning opportunities for the beginning teacher
- Modeling instruction for the beginning teacher
- Observation Visitations for the beginning teacher
- Planning instruction with the beginning teacher
- Orientation of the beginning teacher to building and district policies and procedures
- District/BOCES mentor/new teacher meetings or training sessions ➤ Providing verbal and written feedback toward goals by the mentor and new teacher

- Sharing materials and resources
- Implementing the mentorship outline.

Time Allotted for Mentoring Activities

The New York Mills School District recognizes the time to work on mentoring activities is necessary and desirable. Such hours should not be confused with the normal planning time required to be a successful educator. The District will provide mentoring time in the following manner:

- > Time allotted during Superintendent's Conference Days at the discretion of the building principal
- Release time for training, staff development, and visitations as approved by the building principal.
- One day of release time every other month for mentors and beginning teachers for planning, curriculum work, and orientation activities during the school year
- Four hours per month outside the school day at the Board of Education approved hourly remuneration rate
- Summer work at the discretion of the building principal per Board of Education approved hourly remuneration rate.

Remuneration for Mentors

The New York Mills School District supports the concept of mentoring for new teachers. Therefore, the following payment will be implemented for mentors in our district:

- ➤ \$500 stipend — This payment shall include all time spent with the mentee during the school day including, but not limited to planning, organizing, and advising. The stipend also includes time for mentor-training.
- Additionally, a rate of \$22 per hour will be used for a total of no more than 10 hours outside the school day to be spent with the mentee for long range planning, etc.