

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

**PROFESSIONAL DEVELOPMENT PLAN
2022-2025**



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**** NOTE THAT THE INSTRUCTIONAL COACHING PLAN / DESCRIPTION HAS BEEN ELIMINATED FROM THIS PLAN ****

Caledonia - Mumford PDP Plan Overview

Board of Education Approved: June 2022

The Caledonia-Mumford Professional Development Plan (PDP) is designed to provide our staff in professional development opportunities that support professional growth as well as appeal to their professional interest while building instructional practice to increase student achievement. Such opportunities will be designed based on student data, professional development evaluation/reflection data, and research based practices that will support our district goals. The focus of the PDP will be a continuous and sustained process involving all district professionals and will consist of the following components:

- The Professional Development Plan shall follow the guidelines as set forth by the New York State Commissioner of Education (Commissioner's Regulation Part 100.2(dd)).
- The PDP will be developed based on a “needs assessment and goals” generated through the collaboration of the Strategic Plan, 6-12 Curriculum Leaders/Department Leaders, the Elementary Grade Level Chairs and the administrative team.
- Individuals holding a professional teaching/administrative certificate must complete 100 hours of professional development every five years and holders of Level III Teaching Assistant certificate must complete 100 hours every 5 years in order to maintain certification.
- The PDP will be reviewed twice a year to identify adjustments/corrections based on evaluation/reflection data

The following individuals were active participants in providing input for this plan as part of the role of being a member of the Professional Development Committee.

Committee Members

Megan Rogers (School Psychologist)

Danielle Santiago (Elementary Special Education Teacher)

Chad Schalk (Sixth Grade English Language Arts Teacher / Mentor Coordinator)

Tessie Schoff (Eighth Grade English Language Arts Teacher)

Mike Yokopovich (High School Social Studies Teacher)

Administrators

Robert Molisani (Superintendent of Schools)

Dave Bulter (Elementary Principal)

Rebekah Chenaille (Middle/High School Principal)

Tim McArdle (Middle/High School Assistant Principal)

Michele Meyer (Elementary Assistant Principal / Coordinator of Curriculum and Instruction)

District Mission, Core Beliefs and Goals

MISSION STATEMENT: *The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.*

District Beliefs and Core Values

The School District will:

- Create a learning environment that reflects the high expectations of our society.
- Create a school culture that has the emotional, intellectual and financial support of our community.
- Collaborate with the community to provide a safe, supportive and challenging educational environment.
- Foster students who are respectful, caring and eager to learn.
- Value transparent, frequent and candid communication.
- Provide instruction, equipment, facilities and materials so that students will become self-directed learners prepared for the experiences of the world.
- Expect that our faculty and staff will utilize ongoing professional development to ensure our students will receive the best instruction possible.
- Expect high levels of dedication to improvement and excellence from all students and persistence through challenging tasks.
- Expect appropriate, caring and healthy behavior from all members of the school community.
- Continually seek to innovate, implement and solve problems to provide the best educational experiences possible for our students.
- Communicate with the community at large so there is an understanding of the mission, vision, beliefs and values and the steps needed to monitor, adjust and achieve for all.
- Celebrate individual and group accomplishments with the highest level of pride.

Caledonia-Mumford Students will:

- Be independent, critical, and creative self-directed thinkers who are able to effectively communicate.
- Be innovators, implementers and collaborative problem solvers with the ability to produce and compete in an ever-changing world.
- Have multiple opportunities to explore and participate in meaningful co-curricular and extra-curricular activities.
- Understand and appreciate personal differences and diversity.

DISTRICT GOALS: *The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.*

Academic Program and Student Achievement

- Developing a comprehensive strategic school improvement plan.
- Providing and supporting the implementation of the district Professional Development Plan.
- Analyzing the effectiveness and engagement of the district's reading intervention program.
- Providing greater awareness of readiness skills connected to college, university and careers.

Demonstrate fiscal leadership

- Developing a strategic financial plan to ensure financial stability of the District.
- Supporting the development and implementation of a five-year facilities plan including future capital projects and ongoing maintenance.
- Providing the necessary resources to implement the District's Multi-Year Technology Plan Initiative.
- Exploring and enhancing shared services in order to provide meaningful programs and opportunities for students.

Develop and implement a plan for a safe and secure school environment

- Creating and sustaining a safe and positive learning environment that protects and respects the rights of all individuals.
- Investigate a comprehensive student wellness plan that will include the physical, emotional and social well-being of students.

The Board shall demonstrate its leadership role in representing our community.

- Strengthening communication with parents and community residents to increase understanding of instructional programs and school district activities and initiatives.
- Continuing harmonious working relationships with the village, town and county governments.
- Meeting with local legislators and advocate for public rural schools.

Professional Development: Definition

Professional development is an avenue to support staff in ultimately attaining high levels of student learning and achievement. Professional development can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, deepening understanding of standards and content, strengthening leadership, and visiting successful programs. Professional development experiences that utilize collegiality, collaboration, discovery, and problem solving enhance the individual strengths within a staff. The focus for professional development is the individual working with others to provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is results-driven, based on data analysis.

Professional Development: Mission

The overall mission for Professional Development at the Caledonia-Mumford Central School District shall be to incorporate, implement and foster concepts and practices from proven educational theories, perspectives and research that promote excellence in our schools and success for all learners. Our district's professional development intention also is to maximize our instructional coaching program by placing an emphasis on embedded professional growth opportunities. All opportunities will be aligned to the district's goals and focus areas.

Professional Development: Guidance

The New York State standards and attributes of effective professional development for achieving high quality professional development planning, design, delivery and assessment provide guidance in the development of this Professional Development Plan. (Appendix A)

Professional Development: Objectives

1. District professionals will implement researched based best pedagogical practice in order to be current in their profession and meeting the needs of the whole child.
2. District professionals will promote and implement a learning environment that facilitates the effective use of technology and develop future ready students.
3. District professionals will participate in a variety of PD opportunities in order to further develop mastery performance in the art of teaching and/or performance of their duties.
4. District professionals will continue to refine data driven instructional practices as a means to make purposeful decisions in the classroom.

Professional Development: Guiding Assumptions

The following list represents the guiding assumptions of professional development which support and sustain the community of learners. These characteristics consider the learner(s), the challenge, the reward, and the impact of the program or process.

1. Experimentation and risk taking
2. Incorporation of available knowledge basis
3. Designs built on principles of adult learning and change process
4. Collegiality and Collaboration
5. Time to work on staff development and assimilate new learning
6. Leadership and administrative commitment

Professional Development: Critical Attributes

- Job-specific
- Job-embedded
- High quality
- On-going
- Research-based
- Evaluated and assessed
- For all employees

Professional Development Plan: Evaluation

The PDP will be reviewed once a year by the administrative team in conjunction with the PDP committee members. Evaluation of the plan will include a review of:

- Progress for the indicators of success
- Workshop surveys
- Teacher feedback via department meetings/discussion

This is a living document therefore work will also be determined by strategic planning outcomes throughout the upcoming years. Adjustments or additions will be reflected during the evaluation meetings.

Professional Development: Methods of Implementation/Delivery

Professional development opportunities will be provided throughout the school year and in a variety of ways. Superintendent Conference days will be utilized to provide high quality professional development to all teachers. These days will serve to help build common capacity and language providing individuals the opportunity to engage with individuals across the district.

Faculty meetings throughout the year will be twice a month and utilized to continue the work of building and district level goals. The focus of these meetings will be determined by the building principal.

All meeting dates will be set and communicated at the start of each school year.

Additional avenues for these opportunities exist including, but not limited to:

District	Building	Individual
<ul style="list-style-type: none"> ● District Professional Development Days ● Curriculum development ● Mentoring ● New Teacher Orientation ● New Teacher Induction ● District level committees ● Teacher center participation/GV BOCES ● PLC team meetings ● Book Club discussions ● Yearly training in: <ul style="list-style-type: none"> ○ DASA related workshops (ie: Olweus Program) ○ Mandated Reporting ○ Right to Know ○ Sexual Harassment ○ Edlaw2D ○ Digital Safety & Security ● Other opportunities as appropriate 	<ul style="list-style-type: none"> ● Grade level, team, department meetings ● Faculty meetings ● Building committees ● State assessment training, e.g. ELA/Math/Science, new Regents exams ● Release time for training and planning for new course work ● Collaborative planning ● Collaborative learning groups ● Other opportunities as appropriate 	<p>In addition to the first two columns:</p> <ul style="list-style-type: none"> ● Institutes of higher education academic coursework ● Observation of colleagues ● Visitation to other schools per CMTA contract ● Regional, state or national conferences ● Online learning ● Evaluating educational resources ● Peer mentoring/coaching ● Action research ● Self-directed collaborative learning groups ● Other opportunities as appropriate

Embedded Professional Development:

Research shows that job-embedded, sustained professional development for teachers can significantly improve student achievement. On-going collegial discussions will be utilized to provide teachers opportunities to deepen their understanding of new learning in their content area as well as new instructional practices.

Grade Level Collaboration Days UPK-5: Grade Level Collaboration days are used as a means to review assessment data, work on grade level goals, house discussions around implementation of the Revised NYS Learning Standards and make curriculum adjustments as a team.

Data Drive Instruction (DDI): Data Days serve as a mechanism to have discussions around data and develop action plans with teachers to target weak areas of student performance. These discussions serve in two ways, first as a professional development opportunity to utilize new strategies in whole group and small group instruction and second to identify individual students who may need targeted instruction. The use of data, especially as it relates to the consistent and constant improvement of our teaching and learning is essential to both our instructional growth and well as higher student achievement.

Mentoring Program: The Caledonia-Mumford School District believes that the education profession of teaching is a continuous developmental process of learning. In addition to the professional development opportunities afforded to all the staff of Caledonia-Mumford, the district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff according to the district’s Mentor Program Plan (Appendix B).

Continuing Teacher and Leader Education (CTLE):

All staff that hold a professional certificate (see table 1.0) have the responsibility to maintain records of their professional development activities and hours by using the Recommended Individual Record Template (Appendix D). CTLE certificate holders are required to maintain records of their own CTLE hours for eight (8) years - the five (5) year registration cycle plus three (3) additional years.

Table 1.0

NYS Certificate Registration and Continuing Teacher and Leader Education (CTLE) requirements

Who Do These Changes Affect?*

	Registration Requirement	CTLE Requirement	Hours required every 5 years
Permanent classroom teachers/ educational leaders	✓	No	None
Professional classroom teachers/ educational leaders	✓	✓	100
Teaching Assistant Level III	✓	✓	100
Teaching Assistant with a continuing certificate	No	No	None

* Requirements take effect July 1, 2016
Source: NYSUT Research and Educational Services, 6/3/16

Professional Development: Goals

The following goals were created as part of our Professional Development Committee input, a district wide Needs Assessment and our district’s Strategic Plan. Many of the goals are a continuation of work that we feel each teacher continues to grow throughout their careers. We are committed to providing the highest quality growth opportunities to support these goals in the upcoming years.

Goal 1: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in activities that ensure the alignment of curriculum of New York State Standards for English Language Arts, Mathematics, Social Studies, Science, LOTE, Physical Education and the Arts based on recent state-wide changes in an effort to ensure a viable coherent curriculum.

NYS PD Standards addressed:

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3: Research- based Professional Learning
- Standard 4: Collaboration
- Standard 10: Evaluation

Objective #3: District professionals will participate in a variety of professional development opportunities in order to further develop mastery performance in the art of teaching and/or performance of their duties.

Action Steps	Indicators of Success
<ul style="list-style-type: none"> ● Implementation of NYS Updated Standards in the following areas: English Language Arts, LOTE, Mathematics, Physical Education, Science Learning Standards, Social Studies; The Arts; by communicating the changes and adhering to the timelines as recommended by NYSED ● Support teachers in the curricula, standards, and Regents examination changes 	<ul style="list-style-type: none"> ● Align our practices with NYS Learning Standards and assessment expectations as they become available ● Professional development opportunities will have been presented in a way that builds understanding of how the learning standards affect the needs of all students, with a focus on developmentally appropriate practice (including play) and best practices for diverse learners. ● Teachers PK -12 have created curriculum maps that reflect the NYS Next Generation Learning Standards for all courses and disciplines taught. These maps will be ever changing in order to reflect the expectations set forth by NYS and Caledonia-Mumford CSD. ● Teachers PK-12 will have an opportunity to participate in a curriculum review process at least every 5 years.

Goal 2: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in activities that will maintain an understanding of future ready skills and effective use of technology integration.

NYS PD Standards addressed:

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 4: Collaboration
- Standard 7: Parent, Family and Community Engagement
- Standard 9: Technology
- Standard 10: Evaluation

Objective #2: District professionals will promote and implement a learning environment that requires digital safety and facilitates the effective use of technology and development of future ready students.

Action Steps	Indicators of Success
<ul style="list-style-type: none"> ● Conduct an analysis and build capacity of the K-12 NYS Computer Science and Digital Fluency Learning Standards ● Continue to stay current with instructional technology tools that can support or enhance the learning experience ● Continue training faculty, staff and students in data security measures and EdLaw2D ● Promote our social media platforms in order to continue addressing efficient ways to communicate with families. ● Continue curricular opportunities and experiences that support Computer Science and STEAM Education 	<ul style="list-style-type: none"> ● As a district we will select capstone projects to ensure that our K-12 NYS Computer Science and Digital Fluency Learning Standards are maximized ● Offer technology integration workshops with time for implementation ● Analyze and maximize the use of parent communication tools such as but not limited to; Blackboard Connect, SeeSaw, Remind, Google Classroom, SchoolTool, CM Mobile App ● Continue monitoring the effectiveness of the AP Computer Science course added in the 2019-2020 school year ● Monitor the effectiveness of the Model Schools CoSer, ReadyFor CoSer and STEAM experiences offered district-wide

Goal 3: Caledonia-Mumford Central Schools shall provide continuing opportunities to improve educational practice based on data analysis, current research for best pedagogical practices, training and mentoring to help all students achieve at high standards of learning and development.

NYS PD Standards addressed:

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3: Research-based Professional Learning
- Standard 4: Collaboration
- Standard 5: Diverse Learning
- Standard 8: Data-driven Professional Practice
- Standard 10: Evaluation

Objective #1: District professionals will implement research based pedagogical practices in order to be current in their profession and meeting the needs of the whole child.

Action Steps	Indicators of Success
<ul style="list-style-type: none"> ● Instruct professionals in sound pedagogical practices ● To provide teachers with instructional strategies to enhance their planning and preparation, the classroom environment and instruction ● Provide on-going training on how to support our ELL/MLL population ● Engage in curriculum design process that focuses on developing future ready students ● Build capacity of the new Social Emotional Learning (SEL) requirements for implementation K-12 ● Build capacity within the Pupil Personnel Services Team (PPS) in supporting faculty, staff and students in accordance with the NYS Mental Health Education Standards 	<ul style="list-style-type: none"> ● Increased visible learning strategies being used in the classroom ● Curriculum shifts that keep in mind all types of learners ● Continual revision of curriculum maps that reflect outcomes for future ready students ● Shift from compliance to engagement in the classroom ● Increased awareness and support of students with mental health needs by maximizing the use of a district wide social worker ● PPS team will review and progress monitor the goals set within the guidance plan yearly

Goal 4: Caledonia-Mumford Central Schools shall provide opportunities to improve data driven protocols as a basis to meet the needs of all our students.

NYS PD Standards addressed:

- Standard 1: Designing Professional Development
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3: Research-based Professional Learning
- Standard 4: Collaboration
- Standard 5: Diverse Learning
- Standard 8: Data-driven Professional Practice
- Standard 10: Evaluation

Objective #4: District professionals will continue to refine data driven instructional practices as a means to make purposeful decisions in the classroom.

Action Steps	Indicators of Success
<p>Provide professional development in the following areas:</p> <ul style="list-style-type: none"> ● Providing timely feedback to students ● Common Benchmark Assessments ● Action planning based on assessment review ● Incorporating different technology tools to better organize and analyze data ● Student self assessment and goal creation ● Maximize the use of our student management system and training for our new faculty 	<ul style="list-style-type: none"> ● As a district we will continue to streamline the data collected on our student management system, School Tool ● K-12 will increase the use of data reporting to make instructional decisions including decisions in regards to Response To Intervention (RTI). ● Teachers will utilize data tools such as but not limited to; Castle Learning; iReady; eDoctrina; Google Forms; to guide lesson development and differentiate instruction ● During Data Driven Discussions and RTI meetings. Teachers will look into the instructional grouping reports and supported lessons to support and differentiate instruction ● PreK-12 will update assessments in accordance to the revised NYS Learning Standards

Professional Development: Support Staff

We commit to offering the following professional growth opportunities for our support staff :

- Participate in the Paraprofessionals Regional Conference each year (if available)
- Working with students with varying abilities and needs
- Technology integration workshops
- Job specific workshops at the recommendation of supervisors and staff

Appendix A: New York State Professional Development Standards

New York State Standards for High Quality Professional Development

Standard 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.

Standard 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.

Standard 3: Research-based Professional Learning

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

Standard 4: Collaboration

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

Standard 5: Diverse Learning

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

Standard 6: Student Learning Environments

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

Standard 7: Parent, Family and Community Engagement

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

Standard 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.

Standard 9: Technology

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

Standard 10: Evaluation

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

Appendix B: Mentor Program Plan

Mentor Program Plan

Vision:

The Caledonia-Mumford School District believes that the education profession of teaching is a continuous developmental process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff.

Goals of the Program:

The Caledonia-Mumford School District seeks to establish a mentoring and induction program that will:

- Ensure the personal and professional well-being of beginning teachers;
- Increase instructional effectiveness through sound classroom management and instructional strategies;
- Provide the process of self-reflection;
- Promote continual professional growth;
- Assist teachers in fulfilling district expectations and state requirements;
- Transmit the culture of the Caledonia-Mumford system:
 - Commitment to the students
 - Commitment to the school and community
 - Commitment to the profession
 - Commitment to continued professional development
 - Knowledge of the responsibilities and expectations of a professional educator
 - Understand their role within the district and the school, and be comfortable and energized to be part of the Caledonia-Mumford educational family

Composition of Mentoring/Induction Steering Committee

Mentoring Committee comprised of Superintendent, Building Principals, Director of Curriculum and Instruction, Mentors, and the Mentor Coordinator. The committee will meet up to 4 times a year after school.

Functions of the Steering Committee

- Perform yearly review of Mentor Plan and revise
- Coordinate Mentor/Mentee training
- Determine Program Effectiveness

Mentor Roles and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct and embodies a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentoring Application/Selection Process:

Mentor candidates will complete and submit an Initial Mentor Application, Appendix A, that includes a narrative by the applicant for their reasons for wanting to be a mentor. The Superintendent with his administrative team and the mentor coordinator will review all completed applications and match mentor candidates to mentees as they are hired into the district. The intent will be for the mentor to continue with each of his/her mentees through a minimum of one year with a possibility for additional years if needed. If at anytime the mentor/pairing is not successful, the mentor (or the mentee) should review their concerns with the Mentor Coordinator. The mentor coordinator will review the concerns with the administrative team and if there is agreement a new mentor assignment will be made.

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinator, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinator.
- Mentors selected to support a Level 3 teacher will be trained on an as needed basis. These mentors preferably will have already completed mentor training in previous years.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas as follows:
 - **Fall observations**
 - 1 before mentee's first formal observation
 - **Spring Observation**
 - After January 1st and prior to second formal observation (if necessary)
- Arrange visitations to other classrooms during the school year. Visitations should occur prior to second formal observation.
- Provide guidance through the Observation process
 - Provide an exemplar of pre-observation lesson plan

- Assist in writing of and/or review mentee pre-observation plan
- Provide assistance/guidance in reflection of lesson for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental “sounding board” for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year
- Maintain mentor log. Share a copy with mentor coordinator on a quarterly basis. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district, mentor coordinator, for seven years per New York State regulations.
- Attend post observation conferences in the role of listener/observer. The intent of this is to allow the mentor to hear first-hand the outcome of the observation and any suggestions for instructional improvement.

Table 1.0: Mentor Activities At a Glance

Mentor Training	1 day Mentor Training prior to start of assignment
New Teacher Orientation	1 day with Mentee – paid at Workshop rate
Individual Mentor- Mentee Meetings.*	Minimum one hour every two weeks @ mentor/mentee convenience.
Mentee Observation (non-evaluative)	2 times a year (1 fall/ 1 spring)
Attend three way conferences	2 times/year
Arrange Visitations- Visitations should occur after the first formal observation but before the second formal observation	One day/year
Attend Mentor Steering Committee Meetings	2 times/year

*Mentors for part-time mentees should meet at a pro-rated number of minutes / 2 week cycle

Mentor/Mentee Relationships:

For a mentoring relationship to be successful, a mentee must be able to trust in the confidence that whatever he/she shares with his/her mentor remains confidential. The relationship should be one where a mentee can explore alternatives in teaching techniques, assessment strategies and district procedures without concern that the questions/topics will be used as part of the evaluation process. The role of the mentor is to be an instructional coach for the mentee; the role is not to be used as part of the formal evaluation of the mentee.

It is understood that items that violate federal law, state law or board policy will not be considered confidential: 1) where withholding such information poses a danger to the life, health or safety of an individual, including the staff or students of the school or 2) where such information indicates that the new teacher has committed or been convicted of a crime.

Mentee definitions/criteria:

- Definitions: Mentees will be designated **Level 1**, **Level 2**, **Level 3** or according to their Board of Education appointment and their tenure track.
 1. First year mentees will be considered **Level 1**
 2. Mentees in their first year in a new tenure certification area will be considered **Level 2**
 3. Mentees with experience and previous tenure, but new to the district, may be considered a **Level 2**
 4. Mentees assigned as long term substitutes will be considered a **Level 3** teacher and will be afforded a mentor to focus on the daily roles, responsibilities and routines of a Caledonia-Mumford teacher.

- It is an option for teachers on an improvement/action plan with the principal to request a mentor.
- A self-referral/mentor request can be made by a teacher if submitted in writing with accompanying rationale. This request shall not be viewed as a need for improvement. The mentor coordinator will hold a conference with the teacher to review the request and then present a recommendation of assignment/non-assignment and at what level.

Mentee Responsibilities:

- Attend all training and meetings for mentees, see *New Teacher Induction section in the District Professional Development Plan*
- Mentees need to maintain and update a monthly log and share it with mentor coordinator on a quarterly basis. First year mentees need to send the log to the mentor coordinator at the close of the school year to be kept by the district for seven years.
- Meet with Mentor Coordinator on a quarterly basis to review mentor logs and any needs or concerns.

Mentees Professional Development/Meetings by year:

Table 2.0: New Teacher Institute

<p><u>Essential Question:</u></p> <p>What does a new teacher in the Caledonia-Mumford School District need to know to be successful?</p>	
<p>Day One</p>	<ul style="list-style-type: none"> ● History of Caledonia and Mumford ● Walking Tour of Important locations within district ● Bus Tour of the District ● Introduction to Special Education ● Meet with building administrator <ul style="list-style-type: none"> ○ Building Procedures ○ Emergency Procedures ○ Staff Handbook ● Technology <ul style="list-style-type: none"> ○ School Tool ○ eDoctrina ○ I-Ready ○ Que Centre ○ Promethean Boards ○ Chromebooks ● Lunch with the Superintendent ● Business Paperwork

Day Two	<ul style="list-style-type: none"> ● APPR <ul style="list-style-type: none"> ○ Danielson Rubric ○ Teaching Standards ○ Observation Process ● CMTA Overview ● Overview of Mentor Program ● Expectations ● Professionalism ● Classroom Management ● Best practices for Remind and social media/ phones ● Visibility outside of classroom ● Classroom setup, procedures, and routines
Day Three	<ul style="list-style-type: none"> ● Olweus Program Training ● Mentor Training ● Time in Classroom with Mentors

Release Time:

Level 1: These mentees and their mentors will be afforded up to 6 release days a year with a minimum of 1 day in the first year based on the needs assessment of the mentee.

Level 2: These mentees and their mentors will be provided up to 4 release days over the first year.

Level 3: These mentees will not be required to have release days. If requested and pending administrative approval release day may be granted.

Three-Way Conferences:

Mentors will attend the post-observation conference for Level 1 and Level 2 mentees.

- First observation occurs on or about Oct 1 –Nov. 15th
- Second Observation occurs prior to May 1st

The mentor’s role during the meeting is to provide instructional support to the mentee and listen.

Program Evaluation/Reflection:

- The mentoring committee will create a meeting schedule throughout the year, up to three meetings, to review the progress and events occurring within the program as well as the mentor-mentee assignments.
- The committee will also meet at least one time a year to reflect, review and evaluate the program by means of surveys given to both mentors and mentees. These surveys will reflect feedback (both rating scales and constructed responses) in regards to:

- o New Teacher Orientation
- o Mentor/Mentee Handbook
- o Release days
- o Meetings between mentor and mentees
- o Meeting scheduled with the mentor coordinator
- o Trainings/Workshops provided
- o Level of support provided
- o Strengths of program
- o Suggestions and recommendations for improvements

The responses will assist in the revision and adaptations for the following year's program. The Mentor Plan will be updated with the revisions and will be a living document.

Mentor Stipend: \$1,109 for the 22-23 school year for full time mentees / Pro-rated for part-time mentees

\$1,142 for the 23-24 school year for full time mentees / Pro-rated for part-time mentees

\$1,176 for the 24-25 school year for full time mentees / Pro-rated for part-time mentees

Mentor/Induction Coordinator Roles/Responsibilities:

The role of the Mentor/Induction Coordinator will be to work in conjunction with the Director of Curriculum and Instruction for the implementation of the mentor program and new teacher induction training. Some of the responsibilities of the coordinator will be:

- Develop and maintain a Mentor/Mentee Handbook
- Coordinate and facilitate all Mentoring Committee meetings
- Work in conjunction with the administrative team to develop and define the New Teacher Summer Professional Development days
- Co-Facilitate monthly New Teacher Induction Professional development meetings/activities
- Serve as the record keeper of mentor logs required by New York State regulations for 7 years
- Attend Mentor Training with the intent to become the Mentor Trainer for the District
- Provide all mentor training to new Mentors as needed
- Maintain/purge mentor logs each year as appropriate
- Attend Regional Mentor Coordinator Meetings and provide input into Teacher Center Professional Development Planning to meet the needs of the district.
- Perform all other related responsibilities as needed to implement a success Mentor/New Teacher Induction Program.

Mentor/Induction Coordinator Stipend: In accordance with CMTA contract

Mentoring Application

The Caledonia-Mumford School district believes that the education profession of teaching is a continuous developmental process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff.

Please read the roles and responsibilities of a mentor closely before proceeding to the application.

Mentor Roles and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the profession learning of the beginning teacher and to model professional conduct and embodies a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinator, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinator.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (student discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas.
- Arrange visitations to other classrooms during the school year as required.
- Provide guidance through the Observation process
 - Provide an exemplar of pre-observation lesson plan
 - Assist in writing of and/or review mentee pre-observation plan
 - Provide assistance/guidance in reflection of lesson for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental “sounding board” for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year

- Maintain mentor log. Share a copy with mentor coordinator on a quarterly basis. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district, mentor coordinator, for seven years per New York State regulations.
- Arrange for and attend two (2) three-way conferences (Mentee, Mentor and Administrator)

Table 1.0: Mentor Activities At a Glance

Event	Level 1	Level 2	Level 3
New Teacher Orientation	3 full days prior to the start of the school year		
Individual Mentor-Mentee Meetings	Minimum one hour every two weeks.		
Mentor Observation	3 times a year minimum (2 fall/ 1 spring)		
Three Way Conferences (<i>Mentee, Mentor & Admin</i>)	2 times in a year Nov. and March		
Professional Development (<i>after school meetings and release days as needed</i>)	<u>Potential Training Opportunities</u> Topics: Classroom Management Parent Engagement Learning Targets Formative Assessment Book Talks Data Driven Discussions Assessment Systems Integration of Technology Meeting Needs of Diverse Learners Student Centered Learning		

*Mentors for part-time mentees should meet at a pro-rated number of minutes / 2 week cycle

Mentor Stipend: In accordance with CMTA Contract

Mentor Application – Page 2

Please provide information regarding the following:

Please provide a list of professional development that you have participated in during the last three years:

Are you a member of any professional organizations, if so please list them?

What extracurricular activities are you involved in and in what capacity?

Other Pertinent Activities/Information

- **I have read and understand the roles and responsibilities of a mentor and agree to perform all of the duties expected of a teacher mentor**

Signature

Appendix C: CTLE Individual Record Template

