

Wyoming Central School District



Professional Learning Plan

2022-2023 cycle

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Table of Contents

Acknowledgements	1
District Mission, Vision and Strategic Plan	3
Professional Learning Purpose and Goals	4
Professional Learning Standards	5
Professional Learning Review Process	6
CTLE	8
Professional Learning Opportunities	9
Professional Learning Objectives	10
Evaluation of Professional Learning Plan	14
Mentoring	15

District Mission:

To enable each student to reach his or her highest potential, instilling in each a commitment to lifelong learning, and thereby empowering each to achieve personal fulfillment in a Global Community.

District Vision/Goals:

The Wyoming Central School is committed to providing high quality evidence based instruction and support to all students. Wyoming Central School is an inclusive school and students are at the center of our community. They are the core to which we build layers of support and professional learning to improve how we respond, reflect and instruct students so they can reach their full potential.

Anchored in the mission and vision of the learning community, Wyoming Central School District believes:

- Successful professional learning is supported through a continuous improvement process and reinforced through coaching, learning communities (i.e. grade level and content focused teams), and is accessible by all faculty.
- Successful professional development is student centered and continuous
- Effective classroom practices are the primary focus of professional learning offerings.
- Learning resources that are shared online and accessible by all faculty can further professional learning and knowledge creation.

District Strategic Plan:

1. Improve college and career readiness
2. Improve communication
3. Improve professional learning
4. Improve physical, social, and mental health
5. Improve use of technology



PROFESSIONAL LEARNING

Purpose of the Professional Learning Plan:

This plan meets the requirements of the part 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student outcomes through ongoing professional development opportunities for the Wyoming Learning Community. This community includes students, faculty (including long-term substitutes), staff, and administration. These learning opportunities will be connected to the overall mission and vision of Wyoming Central School District. The Professional Learning Plan (PLP) describes the process by which the Wyoming School District will plan, facilitate, and review professional learning opportunities for its teachers, long-term substitutes, staff and administrators that allows these professional certificate holders to maintain their certificates in good standing. The Professional Learning Plan shall follow the guidelines set forth by New York State Commissioner of Education and be aligned with the NYS Standards for High Quality Professional Development.

Annual Goals:

The Wyoming Central School District’s Professional Learning Plan is designed to provide quality opportunities for teachers and Level III certified teaching assistants to complete their required professional development and learning that supports their professional growth and appeals to their professional interests while also improving student achievement through increasing instructional capacity. Such opportunities will be designed based on student data, professional learning data, and sound educational research in order to support District goals. Several avenues exist for these opportunities such as but not limited to:

District	Department	Individual
<ul style="list-style-type: none"> ● District professional development sessions (as per WTA contract) ● In-district workshops 	<ul style="list-style-type: none"> ● Grade level and department meetings ● Team planning ● Interdisciplinary planning 	<ul style="list-style-type: none"> ● Higher education coursework ● Peer observations ● Visitations to other schools

<ul style="list-style-type: none"> ● Teaching district PD sessions ● Curriculum development ● Mentoring ● New Teacher Orientation ● District level committees ● Data team meetings ● <i>Other opportunities as appropriate</i> 	<ul style="list-style-type: none"> ● “Released time” in-school programs ● Collaborative planning ● Professional learning groups ● Classroom walkthroughs ● <i>Other opportunities as appropriate</i> 	<ul style="list-style-type: none"> ● Regional, state or national conferences, workshops , trainings ● BOCES workshops and presentations ● Educational conferences ● Reflection on practice ● Peer coaching ● <i>Other opportunities as appropriate</i>
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Professional Learning Standards:

In accordance with the National Staff Development Council’s standards for professional development, the Wyoming Central School District believes that high-quality professional development demonstrates the following characteristics:

- It is substantial and continuous,
- It leads to growth in teacher effectiveness and increased student achievement,
- It enables teachers to be reflective,
- It provides opportunities for collaboration and team building,
- It is delivered in a flexible manner in order to best meet the needs of individual teachers or teams of teachers, and
- It is relevant to the needs of teachers and students as indicated by performance data and quality indicators (data-driven).

In addition to National Standards, Wyoming Central School District also aligns its professional learning to [The New York State Professional Development Standards](#) and attributes that contribute to high quality professional learning:

- 1. Designing Professional Learning:** Professional learning 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 learning 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 learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
- 4. Collaboration:** Professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- 5. Diverse Learning:** Professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- 6. Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional Learning Plan Review Process

In an effort to measure the plan's effectiveness, the following methods will be utilized:

- Annual PD survey provided to professional staff
- Post session surveys provided to participants
- Quarterly PL team meetings to evaluate future PD offerings
- The following student achievement data and teacher input will be used to identify student learning needs and plan for professional development:
 - Regents' Passing Rate on the following exams
 - Algebra
 - Earth Science
 - Grades 3-8 ELA and Math Assessments
 - Common Grade Level/Subject Assessments (Benchmark Assessments)
 - Observation Data
 - Technology Surveys and Implementation Plans

This data will serve as a touchstone for the team to reflect on. The District's professional development team will work collaboratively with faculty and administration to analyze all data sources for common themes and patterns which will guide professional learning opportunities.

Methods of Administration and Annual Time Devoted to Professional Development

All teachers have opportunities to participate in various professional development activities, which include but are not limited to: coaching, conferences, workshops, summer curriculum work, summer workshops, and faculty/department/grade level meetings.

All teachers will participate in four Superintendent Conference Days each year. Three of these days are planned jointly by the Wyoming Teachers Association and the District through the Professional Learning Team. Faculty meetings throughout the year will be utilized to continue the work started on conference days to allow teachers opportunities to continue to learn, reflect on their practice, and share with their peers as well as gather ideas for further implementation in their instruction.

Each grade level and/or department will devote time to continuing the work begun during conference days (i.e. curriculum development, sharpening instructional practices, etc.) and moving forward with grade level/department goals.

Additional professional development may be provided by the following:

- Wyoming Central School District Internal Providers:
 - Superintendent
 - Director of Student Services
 - School Psychologist
 - Technology Coordinator
 - Coordinators & Teacher Mentors
 - Professional Learning Committee

- External Providers:
 - Genesee Valley Educational Partnership (BOCES) regional workshops,
 - Western New York Regional Information Center (WNYRIC),
 - Genesee Region Teacher Center
 - New York Department of Education
 - Institutions of Higher Education
 - Content Specific Organizations
 - Erie County Restorative Justice Coalition
 - Curriculum Associates
 - McGraw Hill

- Other [NYS approved CTLE providers](#).

All professional development hours are documented by the teacher/administrator. Wyoming Central School District will maintain attendance records and hours documentation for professional development provided at Wyoming Central School.

CR Part 154 Professional Development Waiver

According to CR Section 154-2.3(k) districts may “seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements” and such request must include evidence that: “All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district’s or BOCES’ ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs” and that “All Bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district’s ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.” Each year, Wyoming Central School will use BEDs data to determine if the student population has fewer than thirty (30) ELLs enrolled or in which

ELLs make up less than five percent (5%) of the district’s total student population. The Professional Development Waiver online form will be completed. This waiver does not exempt Wyoming from providing professional development sufficient to meet the needs of its ELLs. It exempts teachers from the minimum number of professional development hours required by CR Part 154.

Continuing Teacher and Leader Education:

All staff that hold a professional certificate (see table below) have the responsibility to maintain records of their professional learning activities and hours by using the recommended [Completion of Approved CTLE Hours\(s\) Certificate Form](#). 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.

***NYS Certificate of Registration and Continuing Teacher
And Leader Education (CTLE) requirements
Who Does This 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

Embedded Professional Learning:

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

Data Driven 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 as well as higher student achievement.

Mentoring Program: The Wyoming Central School District believes that the education profession of teaching is a continuous developmental process of learning. In addition to the professional learning opportunities afforded to all the staff of Wyoming Central School, the district aims to provide programs 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.

Action Plans for Professional Learning Objectives:

Objective 1: Implement Restorative Justice practices into discipline and culture (PreK-8).			
Standards: Danielson: 2a, 2b, 2d, 3a, 3e; NYSPDS: 1, 3, 4, 6			
<p>Action Plan</p> <p>Professional Development Activities:</p> <p>Wyoming Central School applied and was accepted into a Restorative Justice (RJ) Pilot in May 2021. Beginning in July 2021, a cohort will participate in a guided pilot that will result in a guide for implementing RJ in 2022-2023. The cohort will meet throughout the school year and bring back tools to implement in their classroom to improve communication and trust with students.</p> <p>Activities include:</p> <p>Year long Restorative Justice (RJ) Pilot Creation of a RJ implementation guide Updated Code of Conduct Implementation of RJ Book study of Culturally Responsive Teaching (CRT) and The Brain by Zaretta Hammond Book study of So You Want to Talk about Race? by Ijeoma Oluo Receive training on CRT Embed CRT into the curriculum</p>			
Evidence of Success	Providers of PD	Timeline	Hours Awarded to
Course registration Meeting agendas and notes Pilot certificate of completion APPR post conferences and Coaching Reflection Teachers earn CTLE hours for participating in Superintendent Conference Days and faculty meetings Classroom observations and walkthroughs of instructional practice and feedback Updated Code of Conduct Book studies Teacher feedback on process Alignment of curriculum to both local assessments and state assessments	Genesee Valley BOCES Superintendent RJ pilot members PLC members	Pilot begins July 2021 Guideline due June 2022 Implementation September 2022	Initial, Provisional, Professional, Permanent and Level III Teaching Assistants in accordance with CTLE regulations.

Objective 2: Improve Response to Intervention (RTI) system of supports for all grade levels.

Standards: Danielson: 1a - 1f, 4a-4f; NYSPDS: 1, 3, 6, 8, 9, 10

Action Plan

Professional Development Activities:

Wyoming Central School will review the current RTI system of supports, collect and analyze key data points to improve RTI, and implement strategies to improve the identification, monitoring and support of students with learning and/or behavioral needs.

Activities include:

- Analysis of current RTI strategies
- Creation of a RTI guide for teachers
- Acquire Fountas and Pinnell’s Leveled Literacy Intervention (LLI) toolkits and training
- Acquire Heinemann’s Do the Math intervention program and training
- Adoption of educational technology tools for literacy and math
- Learning to use data in McGraw Hill Wonders and MyMath to improve instruction
- Learning to use the data in iReady improve differentiated instruction
- Acquiring new techniques for teaching Tier 1 and Tier 2 across grade levels
- Create RTI processes to improve identification, monitoring, and remediation
- A list of clearly defined unacceptable behaviors and how they will be handled by staff
- A process for consistent collecting and reporting of behavior offenses
- After school Math and ELA labs

Evidence of Success	Providers of PD	Timeline	Hours Awarded to
<p>Meeting agendas and notes</p> <p>Classroom observations and walkthroughs of instructional practice and feedback</p> <p>Student data (iReady diagnostics, Fountas and Pinnell Assessment, State exams, formative and summative assessments, discipline referrals)</p> <p>Student work</p> <p>Teacher feedback</p>	<p>Genesee Valley BOCES</p> <p>Wayne Finger Lakes BOCES</p> <p>Superintendent</p> <p>Director of Student Services</p> <p>PLC members</p> <p>Third party vendors (McGraw Hill, Curriculum Associates)</p>	<p>Guideline due June 2022</p> <p>Professional development for data driven instruction and intervention 2021-2022</p> <p>Ongoing professional development will continue in the 2022-2023 on Superintendent Conference Days</p>	<p>Initial, Provisional, Professional, Permanent and Level III Teaching Assistants in accordance with CTLE regulations.</p>

Objective 3: Expand mental health and social emotional learning support for students.

Standards: Danielson: 3a, 3e, 4c; NYSPDS: 6, 8, 10

Action Plan

Professional Development Activities:

Wyoming Central School hired a full time School Psychologist in 2020-2021. The school will continue to expand mental health support for students by expanding counseling services. The school recognizes the need to improve social emotional learning (SEL) for students and will embed SEL throughout the curriculum. Wyoming Central School is committed to making sure that every student has the resources and support they need to be successful.

Activities include:

- Expanding counseling services to after school
- Redesigning shared spaces to promote healthy and holistic learning environments
- Ensure that every student has at least one adult in the building that the student trusts
- Adoption of tools that help students develop soft skills

Evidence of Success	Providers of PD	Timeline	Hours Awarded to
<p>Redesign of shared spaces (library, meditation room)</p> <p>Student data (discipline, attendance, RTI referrals, student grades)</p> <p>Student feedback</p> <p>Teacher feedback</p>	<p>Genesee Valley BOCES</p> <p>Wayne Finger Lakes BOCES</p> <p>Superintendent</p> <p>Director of Student Support Services</p> <p>School Psychologist</p>	<p>Expanded counseling hours 2021</p> <p>Redesign of shared spaces - begins summer 2021 with classroom modifications and continues with Facilities initiatives through 2026</p>	<p>Initial, Provisional, Professional, Permanent and Level III Teaching Assistants in accordance with CTLE regulations.</p>

Objective 4: Using key data points, review curriculum map and vertically align lessons, skills and assessments across grade levels.

Standards: Danielson: 1a-1f, 2a-2e, 4a-4f; NYSPDS: 1, 2, 3, 8

Action Plan

Professional Development Activities:

The Superintendent will lead collaborative analysis of curriculum maps to align lesson plans, skills, and assessments to New York State Next Generation Standards. Throughout the school year, faculty will have opportunities to collaborate with colleagues to discuss curriculum and instruction. The use of eDoctrina will assist teachers in documenting their curriculum to the NYS Next Generation Standards. Continued collaboration will maintain horizontal and vertical alignment of curriculum.

Activities include:

- Creating time in the schedule for collaboration meetings
- eDoctrina training for curriculum alignment
- District wide data grade level reviews
- Creating virtual lessons plans
- Building capacity with NYS Next Generation Standards
- Implementing the NYS Next Generation Standards

Evidence of Success	Providers of PD	Timeline	Hours Awarded to
Meeting agendas and notes Evaluation of curriculum and lessons Assessment results Consistency across all grade levels Outcomes from elementary and middle school department meetings	Genesee Valley BOCES Wayne Finger Lakes BOCES Superintendent PLC committee	Work on this professional development goal and assessment of the goal will be ongoing for the duration of the plan 2021-2026.	Initial, Provisional, Professional, Permanent and Level III Teaching Assistants in accordance with CTLE regulations.

Evaluation of the Professional Learning Plan

The goal of evaluating the professional learning opportunities is to establish correlations and gather evidence, linking professional learning initiatives with measurable progress. These established goals and objectives are focused on promoting increased student achievement. Surveys, needs assessments, and student data will be used to monitor the quality and effectiveness of each objective of the Professional Learning Plan. In turn, such data will be used to plan for future professional learning offerings.

An annual review will be conducted by the Professional Learning Committee to discuss the evaluation data and any changes to be made to this plan. The recommendations that come from committee meetings will be sent to the Board of Education for review and approval. Wyoming Central School District's Professional Learning Evaluation Form is available in digital format through Google Forms (sample below), which will be shared at the culmination of any and all professional development.

Wyoming Central School Professional Learning/Development Evaluation Form

Title of Conference/Meeting/Training _____

Date: _____

Please rate the following on a scale of 1 to 5.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. The objective and agenda of the session was clearly communicated. | 1 | 2 | 3 | 4 | 5 |
| 2. The objectives of the session were relevant to my learning. | 1 | 2 | 3 | 4 | 5 |
| 3. The activities of the session helped me to better meet the stated objectives. | 1 | 2 | 3 | 4 | 5 |
| 4. The activities of the session met my learning style as an adult learner. | 1 | 2 | 3 | 4 | 5 |
| 5. The stated objectives were met by the presenter. | 1 | 2 | 3 | 4 | 5 |
| 6. I plan to use what was learned at the session. | 1 | 2 | 3 | 4 | 5 |

Please comment below:

1. Areas of strength: Specifically, what did you find effective in the professional learning experience?

2. Areas for improvement: Specifically, how could the professional learning experience be improved?

3. Do you have further recommendations for professional learning?



MENTORING PLAN

Wyoming Central School is committed to ensuring the success of new teachers in the district. With guidance provisions of Section 100.2(dd) of the Commissioner's Regulations and developed consistent with Article XIV of the Civil Service Law, new teachers at Wyoming Central complete a mentored experience in their first year of teaching.

We believe that the process of mentoring should include, but not limited to:

- Modeling evidence-based instructional strategies that encourage student success
- Ensuring familiarity with New York State Learning Standards
- Classroom management techniques
- Skill-building with interpersonal relationships
- Becoming familiar with the needs of the community and orientation with the school culture.

Formal Mentoring Procedures and Guidelines

Wyoming Central School's teacher mentoring program for new teachers is based on a three-year approach. Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school building leadership service. Experienced teachers new to the district may or may not need formal mentoring. If a teacher has had at least two years of teaching prior to service in a public school under an Initial certificate, the teacher is exempt from the requirement to complete a mentored experience. The Superintendent (of her designee) will determine what level of mentoring is needed.

- The mentor will observe the new teacher a minimum of two times during the first year for the purpose of non-evaluative feedback.

- The new teacher will observe the mentor as well as others in the department or tenure area a minimum of two times.
- Mentors and new teachers will attend relevant workshops and training including one day of training prior to the start of the school year.
- New mentors will attend a one day training session prior to the start of the school year.
- The mentor and new teacher will meet as often as mutually agreed.
- The mentor teacher will be compensated per Wyoming Teachers' Association contract.
- No CTLE hours will be earned for those choosing to be mentors. In lieu of CTLE hours, schedules will be arranged to afford mentors the necessary time.

Informal Mentoring Procedures and Guidelines

- Throughout informal mentoring, the mentor will be available to review with the new teacher concerns and/or needs. A copy of their informal mentoring plan should be given to the coordinator.
- The new teacher and the mentor will meet as often as necessary to discuss concerns as well as ideas.
- The mentor will be expected to observe the new teacher a minimum of one time during the second year.
- The mentor will complete the mentoring checklist and turn it into the coordinator at the end of October, December, February, April, and June.
- The new teacher will continue to attend workshops during the informal mentoring.
- Informal mentoring can be changed to formal mentoring if the mentor and the new teacher make the decision, or if the building administrator makes the request. They must notify the coordinator, who will arrange for a meeting with all parties to discuss the reasons for changing the level of mentoring.

Role and Expectations of the New Teacher

- Newly hired teachers new to the Wyoming Central School District will be mentored. Additionally, staff making significant changes in level or subject area will receive mentoring, if needed. It is expected that the teacher receive in mentoring will:
- Be Open to suggestions and feedback.
- Develop both short and long-term goals with the mentor.
- Be willing to ask questions and seek help when needed.
- Keep a log of Mentor / mentee contacts including questions, suggestions, and results of lessons (open-ended written communication).
- Record mentor support and assistance received and provided the same to the program coordinator.
- Self-evaluate agreed-upon lessons and share reflections with mentors.
- Be willing to ask for help early-on (before a small problem becomes a big problem).
- Implement suggestions made by the mentor.
- Participate in suggested training.
- Maintain confidentiality of both written and spoken communications.

Role and Expectations of Mentor

The mentor shall provide assistance and guidance to the new teacher. And no way should his / her job be considered that of an evaluator. He is to be maintained between the mentor and the new teacher at all times. Both parties must agree to call in a third-party if deemed necessary. The new teacher will be able to request a new Mentor through the mentoring coordinator.

The job of the mentor may include, but it not limited to the following:

- Share information with the new are related to school and District procedures, guidelines, policies and expectations (to include responsibility sheets, observation tips, parent meeting information, Wyoming Teachers Association, volunteer information, and school involvement with community activities.
- Link the new teacher to the appropriate resources including, but not limited to: material resources, community agencies, Etc.
- Familiarize the new teacher with both the community and its resources.
- Share teaching strategies and information about the instructional process (Curriculum maps, resources for linking instruction to the standards, Etc).
- Offer support through listening and sharing.
- Assist the new teacher in arranging, organizing and analyzing the setting of the classroom.
- Be able to offer support and to counsel the new teacher when day-to-day frustrations arise.
- Get guidance related to discipline, scheduling, planning and organizing.
- Allow the new teacher to observe the mentor and discuss lessons, instruction, strategies.
- Observe the new teacher teaching lessons by collecting data during the observation and sharing And discussing it with a new teacher for non-evaluative purposes.
- Participate in approved training workshops/conferences with the new teacher.
- Promote and encourage the new teacher to self-observe and analyze their instruction, strategies, Etc.
- Assist the new teacher in setting both short and long-term goals.
- Commit to working with the new teacher until tenure is achieved. The first year being formal, the second-year informal and the third year a monitor basis.
- Meet with and record mentoring activities as stated in guidelines.
- Maintain confidentiality, not an evaluator.

Roles and Expectations of the Mentoring Coordinator

The coordinator will provide assistance to the mentor and the new teacher. Confidentiality is to be maintained. The coordinator will keep records on and evaluate the program. The coordinator will provide Administration and the faculty with an overview of the progress of the mentoring program. The job of the coordinator includes, but is not limited to the following:

- Solicit mentor applications.
- Letters will be selected by the mentor selection committee. However the building administrator will have the right to reject applicants who do not meet the criteria.

- Providing a range for training for mentors.
- Act in the capacity of liaison between mentors, new teachers and administration.
- Act in the capacity of a facilitator and Problem Solver.
- Maintain confidentiality.
- Receive request for release time for mentors and new teachers.
- Facilitate the establishment of schedules for substitutes for mentor and new teacher meetings (if needed).
- Present a year-end report to the Board of Education.

Becoming a Mentor: Procedures and Guidelines

1. Applications for the position of mentor will be made available through the mentoring coordinator as well as through the Superintendent's office. It will be done in June of each school year.
2. Applications will go to the mentor selection committee composed of one building administrator, one WTA member and the mentor coordinator.
3. Applicants will be chosen for participation in the program if they are:
 - Positive and enthusiastic about teaching
 - Knowledgeable about teaching
 - Tenured
 - Respected by colleagues
 - Willing to share materials and ideas
 - Committed to professional growth
 - Strong and interpersonal skills
 - Aware of the importance of confidentiality
4. Applicants chosen to be mentors must participate in Mentor training. Manager training will take place in the summer. The coordinator will be responsible for the training.

Confidentiality: Procedures and Guidelines

1. The mentor is held to strict confidentiality regarding the mentee's performance and progress.
2. The mentor may only reveal to the Administration what assistance and support he / she has offered the new teacher. This may only be revealed when the building administrator specifically asks for this information.
3. The mentor can discuss concerns regarding the new teacher with the mentoring coordinator. The coordinator is held to strict confidentiality regarding this communication.
4. The coordinator she'll only reveal to the Administration what assistance and support he / she or the mentor have offered the new teacher. This may be revealed if the administrator specifically asks for the information.
5. The new teacher may discuss concerns and confidence with the coordinator. The coordinator is held in strict confidentiality regarding this communication
6. Any written information between the new teacher, mentor, and coordinator will be kept confidential.