

Amherst Central School District



PROFESSIONAL LEARNING PLAN 2021-2024

The Professional Learning Plan was and is reviewed and revised by the Professional Learning Committee as part of our annual review process. The committee includes all required stakeholders and representatives from all district buildings. The revised document will be submitted to the Board of Education annually and serve as our guide for professional learning for the 2021-2024 school years. The Professional Learning Plan supports high quality experiences for our instructional staff and is a key component of the Comprehensive District Education Plan

AMHERST CENTRAL SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN

BEDS Code: 14-02-01-06-0000

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Year in effect: 2021-26

COMPOSITION OF ACSD PROFESSIONAL LEARNING COMMITTEE

4 Administrators

1 Representative from Higher Education (also a parent)

2 Parents

5 Teachers

1 Teacher/Curriculum/Technology Integration Specialist

1 Teaching Assistant

PROFESSIONAL LEARNING PLANNING TEAM COMMITTEE MEMBERS

Administrators:

- Anthony Panella - Superintendent / District Office
- Lynn Shanahan, Ph.D. - Assistant Superintendent for Curriculum, Instruction, and Technology
- Michael Belle-Isle – Assistant Superintendent of Student & Staff Services
- Scott Lawniczak– Middle School Principal

Higher Education:

- Dr. Theresa Janczak, Buffalo State College

Parents:

- Elizabeth LaRocca
- Mrs. Lynn Errington, Board Member

Teachers:

- Annessa Kujawinski- Smallwood Drive Elementary
- Danielle Maciok- Windermere Boulevard Elementary
- Kim King - Amherst High School
- Kim-Marie Eisenhower – Amherst Middle School
- Donna Frymire – Curriculum/Technology Integration Specialist

Teaching Assistant:

- Edith Weaver, Assistant (APA Union President)

Professional Learning Plan (PLP) – Overview

The overriding goal of the district PLP Committee was to design a PLP that is consistent with all state and federal requirements and the districts continued commitment to optimize teaching and learning through quality professional learning opportunities that are culturally responsive and reflect the needs of the community (See Goals and Objectives – Appendix A). Another committee goal was to design a plan that includes a process for communicating, tracking, recording and reporting professional development related activities (See Database – Appendix B). To achieve this, the committee will convene two-four times yearly from October to August. The committee reviewed the existing Professional Learning Plan, state guidelines, related plans (Annual Professional Performance Review, Shared Decision-Making Plan, and Mentoring Plan), recent trends in staff development, state and local requirements and evaluated software designed to support the goals of the committee. The prek-12 Curriculum Leaders worked in collaboration with the Assistant Superintendent of Curriculum, Instruction, and Technology to provide recommendations to the PLP Committee. Revisions and updates were achieved through a consensus process that encouraged input from all stakeholders. Stakeholders were selected by their respective groups, and included at least one member from every school building. The PLP will be updated and reviewed each year as state and federal requirements change.

District PLP Goals and Objectives (Appendix A) were updated by the planning committee, and all district professional learning activities must align with the revised goals and objectives. All district and building-level staff development, as well as individual, pre-approved staff development opportunities consistent with the Professional Learning Goals and Objectives will count towards PLP hours.

The district will provide opportunities for all instructional staff and leaders to meet New York State professional learning requirements for teachers (100 hours every 5-year period), including 15% of the PD hours being focused on English Language Learners, and substitute teachers who work on a long term basis, (i.e., 80-5.4). Staff development opportunities may include, but are not limited to: required district staff development days, required building level staff development, a variety of appropriate professional learning activities provided externally (e.g. BOCES, professional organizations) and pre-approved staff development opportunities generated by teachers and teaching assistants. Please see the attached list of service providers (Appendix F)

Teachers and leaders new to the Amherst District will continue to be required to participate in the district's New Teacher Orientation (NTO). The orientation is aligned with New York State and local standards and assessments, and focuses on instructional strategies consistent with best practices. Similarly, Amherst will also include mentoring of new school leaders to improve the retention and effectiveness of early career leaders (Appendix K: Leadership Mentor Description).

Mentoring of both teachers/leaders provides invaluable professional growth opportunities for the mentor and the mentee/intern, and as such it will continue to be a major

component of our PLP (Appendix J Teacher Mentor Description; K Leadership Mentor Description).

Whenever appropriate, instructional staff will be directly involved in the planning, delivery, application and/or evaluation of professional learning activities.

IDENTIFYING PLP NEEDS AND SUSTAINING AN EFFECTIVE PLAN

Professional Learning Planning Needs:

Every component of the Amherst Central School District's Professional Learning Plan is aligned with New York State learning standards, assessments and Professional Learning Plan Guiding Principles (See Guiding Principles – Appendix C) and is based on student needs identified through the sources listed in Needs Assessment Sources Used (See Appendices D and E). Data related to increasing student achievement will continue to drive the district's professional learning opportunities. The plan is a continuous, developmental, incremental multi-year approach to improving student performance.

Current district initiatives (Mentoring, Literacy, Science and Math) and future initiatives will be data driven to provide information useful in strategically enhancing student achievement and performance. Each building will develop additional professional learning opportunities for instructional staff. Local standards and assessments will continue to be developed and refined based on state standards and local student performance results as indicated by the data.

Curriculum mapping P-12 began across all curriculums formally in August 2000 and will continue to be reviewed and updated periodically in order to maximize instructional time and integrate and align the curriculum vertically and horizontally across disciplines and grade levels.

A cadre of peer teacher and leadership mentors, trained in the Essential Elements of Instruction and Clinical Supervision, will serve as a pool of trained mentors to teachers/administrators new to the district. These mentors will also assist in providing training as part of the week-long new teacher/new administrator orientation programs and follow-up training provided after school (see Appendix J & K).

Sustainability:

Our district is in the process of enacting a District Strategic Plan, with established priorities and initiatives that will be acted upon starting in 2022-2024. We aligned the professional development opportunities with the Strategic Plan.

APPENDIX A
Instructional Staff
2021-2024
Professional Learning Plan
Goals and Objectives

The following results-driven goals and objectives were identified as priorities for the next five academic years. Continual monitoring of student achievement through data analysis, at district and building levels will provide information that will serve as the basis for refining and/or modifying the professional learning plan for successive years.

I. To design appropriate staff development to assist instructional staff in improving student performance based on faculty experience and training.

Amherst Central School District will:

1. Provide professional learning in standards, Multi-tiered Systems of Support, teaching techniques, best instructional practices, classroom management, resources, instructional technology and social issues in order to raise the achievement level of all students. Where possible, the professional learning will be differentiated according to teacher experience and level.
2. Provide ongoing support for instructional staff based on stated and observed needs.
3. Provide instructional staff with workshops in new research in teaching and learning, best practices and recent changes in curriculum and assessment.
4. Provide professional learning opportunities in culturally responsive teaching.

II. To explore the alternative use of time, scheduling and student grouping in order to improve student achievement. Amherst Central School District will:

1. Provide opportunities for professional staff to explore best practice strategies when addressing the learning needs of our student population.
2. Provide opportunities for professional staff to investigate, study and discuss ways of integrating curriculum and skills through interdisciplinary/thematic learning experiences.

III. To improve student achievement through expanded staff awareness for the characteristics and needs of the district's student population. Amherst Central School District will:

1. Provide to all staff learning experiences which focus on the characteristics and needs of student cultural groups within our school district (e.g. children of poverty, special needs, ELL, gifted and talented).
2. Provide to all staff professional learning opportunities directed at teaching strategies and materials that will assist them in increasing the achievement of all students in the district through the use of culturally responsive instruction.
 - a. Professional learning focused on how to make standards-based content and curricula accessible to students. For example,
 - i. Incorporate relatable aspects of students' daily lives into the curriculum (i.e., use prior knowledge)
 - ii. Avoid slang or jargon and provide rich opportunities to learn discipline specific vocabulary/concepts
 - iii. Use analogies students can relate to when teaching complex concepts
 - iv. Create learning tasks that provide multiple ways for students to demonstrate their knowledge
 - v. Integrate Translanguaging Strategies to reach our ELL students
 - b. Teach in ways that appreciate cultural diversity and also incorporate strategies that are congruent with their students' learning styles.
 - i. Teachers will use knowledge of child development, along with observations of students to create a developmentally appropriate learning environment
 - c. Create a positive and welcoming community where teachers nurture a sense of belonging and emotional safety so that students feel comfortable taking risks and work with a variety of peers.

APPENDIX B

PLP Data Collection – TEACH

In 2021-2024, teachers and teaching assistants (Level III) will record all approved PLP activities and hours on a standardized district-wide tracking form. At year-end, the teachers and teaching assistants will submit the form with total hours to the appropriate administrator for approval. Administrators will submit the completed, approved forms to the Assistant Superintendent for Curriculum, Instruction and Technology. The district will maintain the records of the CTLE activities for 8 years.

It is the responsibility of the Assistant Superintendent for Curriculum, Instruction and Technology to:

- Collaborate with the Assistant Superintendent of Staff Services to assure that we understand and follow through on the new CTLE requirements with fidelity
- Ensure that PLP activities are congruent with District Goals and Objectives
- Maintain the PLP Database
- Maintain a list of pre-approved PLP activities with corresponding PLP hours where appropriate (See Appendix F - Outside PL Providers & Potential Approvable PL Credit)
- Solicit and manage funds dedicated to professional learning (See Appendix G – District Resources)
- Oversee implementation (See Appendix H - Implementation) and evaluation (See Appendix I - Evaluation)

Each year, a subcommittee from the PLP Committee is selected to provide oversight in the following areas:

- Discrepancies over disapproval of professional learning opportunities generated by the instructional staff
- Discrepancies over the assignment of PLP hours

The subcommittee for 2021-2024 will consist of:

- Administrator
- Teacher
- Teaching Assistant

Appendix C

New York State Department of Education PLP Guiding Principles

- Subject matter content of professional learning activities/experiences is clearly connected to student achievement of the NYS Learning Standards.
- Professional learning activities/experiences are planned with the NYS Teacher Standards as underpinning.
- Professional learning activities/experiences should respond to student achievement data including State and local assessments and School District Report Cards.
- Professional learning is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.
- The professional learning planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.
- Professional learning results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.
- Professional learning activities/experiences are assessed on an on-going and continuous basis for intended impact. Defensible evaluation tools/methods must be used to determine modifications to planned activities/experiences.
- Professional learning is, to the greatest extent possible, site-based and connected to daily school experiences.
- Professional learning enables the teaching staff to deepen their knowledge base and remain current in their content area and instructional strategies.
- Teaching staff learning opportunities are clearly constructed, based on effective teaching research, and involves educators in the design and implementation of such opportunities.

Content of courses, workshops, and other professional learning experiences should be directly related to:

- enhancing teacher/teaching assistant/leaderships subject matter knowledge, teacher/teaching assistant/leaderships knowledge, use and application of appropriate teaching techniques
- broadening and enhancing teacher/teaching assistant/leaderships abilities to apply more accurate and appropriate assessment methodologies
- enhancing teacher/teaching assistant/leadership skills in effectively managing individual students and classroom in both heterogeneous and homogeneous classes

APPENDIX D

Needs Assessment Sources Used

The following sources are used in order to develop goals, objectives, activities and evaluation instruments for professional learning:

1. Comprehensive District Education Plan including benchmark assessments (Fastbridge Screening and Diagnostic Assessments)
2. School report card comparative data (previous 5 years)
3. Disaggregated Student performance results (Amherst, regional and New York State)
4. BEDS data
5. Demographic &/or cohort data
6. Student attendance
7. Free and reduced lunch statistics
8. SEARCH Institute Developmental Assets surveys (3 most recent surveys)

APPENDIX E
Needs Assessment Sources Used
State Testing

The following chart indicates the congruence between student and teacher needs and district goals.

STUDENT PERFORMANCE DEFICIENCY	TEACHER CONTENT / PRACTICE NEEDS	DISTRICT GOAL / OBJECTIVE NO.
<ul style="list-style-type: none"> ☐ Grade 3 ELA ☐ Grade 4 ELA ☐ Grade 5 ELA ☐ Grade 6 ELA ☐ Grade 7 ELA ☐ Grade 8 ELA ☐ Regents English Requirement 	<ul style="list-style-type: none"> ● Teaching note-taking ● Teaching use of graphic organizers ● Teaching summarizing ● Teaching writing to respond ● Teaching compare and contrast ● Teacher use of rubric and scoring of essays ● Decoding skills such as morphological analysis ● Vocabulary development 	I, III
<ul style="list-style-type: none"> ☐ Global History and Geography Regents ☐ U.S. History Regents 	<ul style="list-style-type: none"> ● Teaching Enduring Issues Essay Questions & Civic Literacy Document-Based Essay ● Curriculum sequencing ● Curriculum compacting ● Teaching thematic essays ● Scoring and rubric use 	I, II, III
<ul style="list-style-type: none"> ☐ Grade 3 Math ☐ Grade 4 Math ☐ Grade 5 Math ☐ Grade 6 Math ☐ Grade 7 Math ☐ Grade 8 Math ☐ Regents Math Requirement 	<ul style="list-style-type: none"> ● Teaching multiple responses ● Teaching higher order thinking skills ● Teaching Fractions ● Teaching writing to respond to word problems ● Teaching graphing ● Curriculum compacting ● Spiraling ● Teaching strategies for specific content ● Scope & Sequence of Regents Math units 	I, II, III
<ul style="list-style-type: none"> ☐ Grade 4 Science ☐ Grade 8 Science ☐ Regents Science Requirement 	<ul style="list-style-type: none"> ● Teaching writing to respond ● Teaching reading, especially interpreting questions ● Teaching question making ● Teaching Disciplinary Core Ideas, Crosscutting Concepts, & Practices ● Curriculum compacting ● Teaching the “big picture” 	Grade 4 - I, II, III Grade 8 - I

APPENDIX F
Outside PL Providers & Potential Approvable
PL Credit

The table below describes the types of Professional Learning that we will offer by outside providers in the Amherst Central School District. It is a comprehensive list of any Professional Learning CTLE provider that we may use in the 2021-2024 school year or thereafter.

PL Provider	Company/Educational Institution	Brief Description of CTLE Activities Aligned with Plan	Goals
Melissa Duquette, BOCES	Erie I BOCES, Bilingual/ESL Technical Assistance center	Provide professional learning opportunities focused on co teaching, scaffolding materials for English Language Learners, and diagnostic literacy assessments with ENL students	I, II, III
Responsive Classroom Consulting Team	Private, Responsive Classroom	Focused on setting up the elementary classroom first six weeks of school (e.g., using positive teacher language to establish high academic and behavior expectations, offering engaging academics, establishing routines for collaborative learning Also Responding to Behaviors professional development.	I, II, III
Clancy Seymour	Private, Health and Physical Education Consultant	Facilitated assessment and guidance document training NYSE AHPERD Curriculum and Assessment Guidance Document Training	III
Lauren Lieberman	Private, Adaptive and Physical Education Consultant	Provide professional development on inclusion strategies	I, III
Dr. Theresa Janczak	Higher Education, Professor, Buffalo State College	Provide multi year professional development in the Multi Tiered Systems of Support	III

Dr. Dori Marshall	Private, UB Medical School Partnership	Develop a partnership plan for underrepresented students who desire to pursue a career in medicine.	I, III
Nirmala Nutakki	Higher Education, Buffalo State College	Develop a K-2 math intervention plan with progress monitoring	I, III
Jessica Stock	Private, Henry Ford Institute of Design Thinking	Provide professional development on design thinking.	I, II, III
Dr. Kate Mahoney	Higher Education, Fredonia State College	Provide professional development focused on translanguaging. Also, conduct a Multilingual Ecology to enhance our environment.	I, II, III
Brainspring (Multiple Providers)	Private, Brainspring/Phonic First	Week long workshop focused on teaching Phonics with a highly systematic and multisensory program.	I, II, III
David Meichenbaum, Ph.D.	Private, Summit Educational Resources (Behavioral Specialist)	Classroom management. Focus on the needs of student cultural groups within our district.	I, III
Simone Ragland	Private, WNY STEM HUB, Computer Science	Provided professional learning opportunities for STEM Career opportunities and Code.org focused on the introduction to computer science, pedagogy, and overview of the online curriculum.	I
Susan Cyrulik (Science)	Erie 1 BOCES, prek-12 science	PL focused on prek-12 science standards, and Computer Based Testing	I, II, III
Dr. Erin Kearney	Higher Education, University at Buffalo Graduate School of Education	Provide professional development in the new World Languages	I, II, III

		Standards and realign curriculum.	
Jessica Karnes	Erie I BOCES	Provide professional development on the Seal of Civic Readiness and the grades 6-12 changes in US History and Global Assessments.	I, II, III
Stephanie Fabiny	Erie I BOCES	Provide professional development, specifically coaching on integrated co teaching models and specially designed instruction	I, II, III
Tricia Husul	Erie 1 BOCES	Provide professional development focused on increasing active participation in Computer Based Testing, and aligned units with the Next Generation Math Standards and computer-based testing	I, II, III
Kara Imm, Ph.D.	Consultant	Provide professional development in building math communities and higher level thinking in math.	I,II, III
Staff	Higher Education, Cornell University	Therapeutic Crisis Intervention for Schools (TCIS) Training	I, II, III
Kimberly Morrow	Private, Anxiety Training	Anxiety Tools for Kids	I, II, III
Dr. Marcus Thomeer	Higher Education, Canisius College	Provide professional development of strategies to support social and behavioral needs of students with Autism.	I, III
Edward Suk	Executive Director for National Center for Missing and Exploited Children.	Provide professional development on issues of Child Sexual Abuse and Molestations.	I, III

Tonia Weichmann	Parent Network	Provide professional development for special education teachers on vocational programs, college special education services, and career zone.	I, III
Dr. James Cerrcone	Higher Education, Buffalo State College	Provide professional development on increasing student voice in the English curriculum.	I,II,III
Lisa Brosnick	Higher Education, Buffalo State College	Provide professional development in grades 9-12 New York State Science Learning Standards and also curriculum alignment to meet the 3 dimensions of the new science standards	I,II, III

Professional Learning Plan: Partial List of Activities

The following is a partial list of PLP activities for instructional staff. PLP credit hour information is included in parenthesis where appropriate. **Please note – this is not intended to be an exhaustive list and there is a process for requesting PLP credit for additional activities. ALL PLP ACTIVITIES MUST HAVE PRIOR APPROVAL IN ORDER TO BE ELIGIBLE FOR PLP CREDIT**

- District sponsored professional learning (Superintendent's Conference Days, New Teacher Orientation, Opening Day Professional Learning Sessions, After school follow-up training, etc.)
- Building-level staff development opportunities (faculty meetings that meet PLP Goals and Objectives, training sessions, orientations, etc.)
- Participating in courses and other learning opportunities delivered from institutions of higher education (1 credit hour = 15 PLP hours), teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework is linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree (1 credit hour = 15 PLP hours).
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirements for extension to certification (1 credit hour = 15 PLP hours).
- Collaborating with other teachers and teaching assistants to examine case studies of student work and development
- Participating in regional scoring of State assessments, assessing student portfolios
- Creating teacher portfolios
- Providing Mentoring Service (up to 25 PLP hours)
- Receiving Mentoring Service (8 PLP hours)
- Acting as a mentor for a teacher candidate (up to 15 PLP hours) · Engaging in research projects (includes online and action research) · Participation in structured study groups complete with guided reflection activities focused on student learning
- Curriculum planning and development
- Pursuing National Board certification or recertification (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies) · Developing or collaborating on new programs and instructional methods · Professional Recognition requiring preparation &/or presentation(s) · NYSTCE "assessor" or test development committee member · Delivering professional learning workshops (e.g. conducting workshops) · Development of Statewide curriculum
- Service as a cooperating teacher for a student teacher or field internships; including meetings and processes.
- Service as an elected officer in professional organizations
- Service on the State Professional Standards and Practices Board · Participating

in Professional Learning School activities or other school-college teacher development partnerships

- Publishing in educational journals
- Serving on District or School Leadership committees (ex. CDEP, PLP, LTs, etc.)

APPENDIX G

District Resources

Professional development in the Amherst Central Schools will utilize the following internal and external resources in implementing the 2021-2024 Professional Development Plan:

FISCAL resources:

- Consolidated Grant (Parts I, IIA, IID, III & IV)
- District & Building-level Staff Development Lines
- Additional Grant & Funding Sources \

STAFF resources:

- Curriculum developers
- Content specialists
- Exemplary teachers & teaching assistants
- Administrative team

PROVIDERS:

- Institutions of Higher Education
- BOCES
- Partnerships with neighboring districts

COMMUNITY:

- Major employers
- Community-based organizations
- Vendors

APPENDIX H
Implementation Plan 2021-2024

NEED	LEVEL	ACTIVITY	EVALUATION PLAN	TIMEFRAME	POSSIBLE RESOURCES
I.1	P-12	Develop internal Listserv for specific topics	User survey	Ongoing	ACSD Tech Dept.
I.2	P-12	Create study groups relating to specific topic	Participant surveys	6 -12 mtgs./yr.	Internal
I.2	P-12	Create network of internal and external focus groups	Attendance at study groups; participant survey	Number of meetings varies	Internal & external teacher study groups
I.2	P-12	Conduct orientation of all new hires	Participant surveys	Scheduled by building	
I.2	P-12	Conduct 5-day New Teacher Orientation for 1 st yr. teachers	Participant surveys;	Prior to start of each school year in plan	
I.2	P-12	Present model lessons via authentic ACSD videos	Improvement on NYS tests	As needed	ACSD teachers
I.2	P-12	Provide ongoing support for probationary teachers	Feedback form	2 hrs. per coaching situation	Peer coaches
I.2	P-12	Building-based meetings of probationary staff	Participant surveys	Monthly bimonthly	Principals and district administrators
I.2	P-12	Using data obtained through clinical supervision of first year probationary teachers, provide supervised intensive training for some 2 nd and 3 rd	Surveys; classroom observations	Ongoing	Administrators and peer coaches

		year and tenured teachers, as needed.			
I.3	P-12	Training in use of new technology	Participant surveys	Ongoing	Staff; Technology Dept. staff
I.3	P-12	Provide workshops by specialists in topics related to NYS curriculum and assessments	Participant surveys	1-6 hrs./session	Internal/external specialists
I.3	P-12	Improve knowledge in content areas	Participant surveys	Dept. / grade level / team mtgs.; 1-6 hrs. per mtg.	Internal external staff
I.2/3	P-12	Continue to provide follow-up training for cadre of peer coaches trained in	Mentor surveys and feedback	Annual	Administrators, EEI trainers

NEED	LEVEL	ACTIVITY	EVALUATION PLAN	TIMEFRAME	POSSIBLE RESOURCES
		EEL and clinical supervision			
I.3	P-12	Provide training in test construction	Sample tests/evaluation plan	Ongoing	Internal/external specialists
I.3	P-12	Provide training in effective teaming	Model thematic units	Faculty meetings, release time	Internal/external specialists
II.1	P-12	Share results of visitations and develop program to effectively use support services	Pilot program evaluation	1 hr. faculty meeting	Staff
II.1	P-12	Explore alternative educational strategies for at risk students	Model lessons	Ongoing	ACSD staff
II.2	P-12	Training in writing skills related to reading	Improvement on NYS tests	Ongoing	Internal and external resources
II.2	P-12	Provide training in development and assessment of DBQ	Improvement on NYS tests	Ongoing	Internal and external resources
II.2	P-12	Provide training in new science standards	Participant Surveys	Ongoing	Internal and external resources
II.2	K-8	Investigate available literature to integrate SS, Science and ELA	Bibliography	Ongoing	LMS coordinators
II.2	P-5	Provide training in early literacy skills' identification and instruction	Student performance	Ongoing	Study group

III.1	P-12	Gather data, research cultural norms, poverty, and needs	Report	Yearly	ACSD staff
III.1	P-12	Turnkey training by small group of teachers who attend training in identified areas	Report	As needed	ACSD staff

APPENDIX I
PLP Evaluation Plan

Goal #	Objective #	Evaluation Plan	Performance Measure	Data Source	Timeline
I.	1. Professional learning related to instruction	<ul style="list-style-type: none"> ● Development and implementation of parallel tasks ● Administrative review of teacher lesson plans ● Clinical supervision observations ● Peer observation and coaching ● Satisfaction evaluation of internal and external workshops 	<ul style="list-style-type: none"> ● Improved student performance on NYS assessments ● Lesson objectives directed toward specific NYS test content ● Student work 	<ul style="list-style-type: none"> ● Test scores ● Written lesson plans ● Student artifacts ● Benchmark assessments (screening and progress monitoring) 	Ongoing
I.	2. Support for probationary teachers	<ul style="list-style-type: none"> ● Administrative review of teacher lesson plans ● Clinical supervisions observations ● Peer observation and mentoring ● Satisfaction evaluation of internal and external workshops ● Access to district mentors 	<ul style="list-style-type: none"> ● Lesson plans ● Administrative clinical supervision & reports 	<ul style="list-style-type: none"> ● Written lesson plans ● Student artifacts ● Clinical supervision reports ● Collaborative assessment by mentors 	Ongoing
I.	3. Support for veteran teachers	<ul style="list-style-type: none"> ● Study groups feedback form ● Workshop evaluations ● Collaborative feedback from peer mentoring process 	<ul style="list-style-type: none"> ● Lesson plans ● Administrative clinical supervision & report 	<ul style="list-style-type: none"> ● Written lesson plans ● Student artifacts ● Clinical supervision reports 	Ongoing
II.	1. Alternative approaches	<ul style="list-style-type: none"> ● Study groups feedback form ● Workshop evaluations 	<ul style="list-style-type: none"> ● Lesson plans ● Administrative clinical supervision 	<ul style="list-style-type: none"> ● Test scores ● Alternative assessments 	Ongoing
III.	1. Teaching strategies	<ul style="list-style-type: none"> ● Study groups feedback form ● Workshop evaluations ● Collaborative feedback from peer coaching process 	<ul style="list-style-type: none"> ● Lesson plans ● Administrative clinical supervision 	<ul style="list-style-type: none"> ● Written lesson plans ● Student artifacts ● Clinical supervision reports 	Ongoing

APPENDIX J

Teacher Mentor Program

Program Goal

The goal of the mentoring program is to enhance teacher effectiveness and retain highly qualified teachers by implementing an induction and support program for non-tenured teachers new to the district.

Definitions

Induction – An organized process designed to train, support and retain new teachers. Mentoring is a fundamental element of the process.

Cadre' – The cadres are the groups of trained mentors.

Mentor – Is a tenured teacher with at least three (3) years of teaching experience who has completed the mentor training.

Mentee – Is a teacher who is new to the district.

Mentor Coordinators – Two people, one appointed by the District and one by the AEA, who will work in conjunction with one another to oversee the Mentor Program. The Mentor Coordinators will adhere to the rules of confidentiality.

Release Time – Mentors will be provided with the option of release time during the school day to perform mentor related responsibilities, Tuesday through Thursday.

Evaluation – At the conclusion of each year, a confidential survey will be distributed to each mentor and mentee for the purpose of evaluating the Mentoring Program. The results will be forwarded to the Superintendent or designee(s).

Recommendations – The committee shall forward its evaluation of the program and any recommendations for changes to the Superintendent.

Concerns – Concerns relative to a mentor/mentee relationship or mentor/mentee performance shall be addressed with the Mentor Coordinators and the Superintendent, if necessary.

Mentoring Committee – The Mentoring Committee will be convened as necessary and will consist of a building and district-level designee of the Superintendent. The AEA President will designate an officer and a teacher-representative from each of the four district buildings to serve on the committee. The committee will be responsible for communicating Mentor-related information to the appropriate people, developing selection criteria and selecting prospective candidates for the Mentor Training Program. The mentoring committee members will adhere to the rules of confidentiality.

Performance Criteria – For the purpose of this program the mentee shall work with a mentor towards demonstrating pedagogical proficiency, utilizing best practices research in instructional and related practices, including, but not limited to the following:

1. Planning and Preparation
2. Classroom Environment
3. Instructional Practices and Professional Responsibilities
4. Clinical Observation
5. Best Practices research (ex. Brain-based learning)

Mentor-Mentee Assignments – All teachers new to the district will be paired with a mentor. The goal will be to assign pairs within the first month of the school year. Adjustments to the pairs can be made as needed upon consensual recommendation of the Mentor Coordinators.

Confidentiality – The relationship between the mentor and the mentee shall be one of guidance and support. The process ensures the confidentiality of the participants' interactions, fostering collegiality, inviting honesty, and self-reflection by the mentee about the practice of teaching and learning. Feedback from the relationship is not to be requested by administrators, nor provided by the mentors to the administrators and is not part of the administrative review process.

Stipends – The stipend will be in accordance with the AEA contract.

Mentor Program Coordination – The Superintendent's designee and the AEA's Second Vice-President will assist and support the mentorship program by:

1. Matching mentees with mentors utilizing NYS guidelines.
2. Solving relationship issues.
3. Holding meetings each year to discuss year end results and issues.
4. Adhering to a selection process for mentors.
5. Adhering to a program evaluation device.
6. Collecting and housing mentor/mentee evaluations.
7. Tabulating and reporting year-end program results.
8. Abiding by the rule of confidentiality.
9. Ensuring alignment with NYS Mentorship Program mandates.
10. Ensuring alignment with the AEA contractual agreement.
11. Reporting program problems.
12. Making recommendations for program modifications.

Mentor Responsibilities – The Mentor will support and guide the Mentee by:

1. Completing a Mentor Training Program as prescribed by the District. The primary focus is to prepare mentors for the clinical observation process. The training utilizes best practices research and instruction in the areas of planning and preparation, classroom management techniques, classroom environment, instructional practices and professional responsibilities.
2. Providing a minimum of three (3) formative clinical observations including the pre-observation meeting, the observation and the post-observation meeting.

3. Supplementing the three (3) clinical observations with additional classroom visits as deemed necessary by the mentor.
4. Completing the appropriate paperwork in a timely fashion. All paperwork shall be submitted to one of the mentor coordinators.
5. Mentors who fail to fulfill the responsibilities listed above, or who engage in actions which are clearly detrimental to the spirit of the Mentor Program may be removed from the mentor pool by the joint decision of the mentor coordinators. The removed mentor may appeal the decision to the superintendent, whose decision will be final.

Mentor Selection Process –The mentor pool will be composed of those individuals who have successfully completed the District’s Mentor Training Program. When the district decides to offer a Mentor Training Program, they will notify all professional staff members, who may nominate themselves for the program. The nominations will be reviewed by the Mentoring Committee. The Superintendent may choose to appoint an additional representative to the committee for this process, or the Superintendent may choose to be on the committee personally. Recommendations for inclusion in the Mentor Training Program will be made by the consensus of the Committee. The selection criteria follows:

1. Successful candidates shall demonstrate outstanding teaching and instructional abilities, effective written and oral communication skills, interpersonal skills, content area mastery, and knowledge of a variety of instructional and classroom management techniques.
2. The committee will be cognizant of the number of potential mentors required to sustain the program.
3. Normally only teachers with tenure in the Amherst system will be considered for the training program.

Additional criteria or alterations to the criteria can be generated by the Mentoring Committee and must be mutually agreed upon by the Superintendent and the AEA President.

Matching Mentors with Mentees –The following criteria will be used for Mentor Mentee match-ups:

1. Mentors and mentees will be paired according to subject area or grade level to the greatest degree possible.
2. A waiting list of available mentors will be maintained. Mentors will move to the end of the list upon receiving a mentee.
3. Every effort will be made to match mentors and mentees within the same building.
4. Retirees will be eligible to mentor only when the active mentor list has been exhausted (in accordance with NYS regulations). Retirees will be eligible for a maximum of two years after their retirement.

Documenting Mentor-Mentee Meetings –Pre-observation, observation, and post observation meetings that take place between Mentors and Mentees will be documented using a form designed by the Mentor Committee Members. The form will be completed and signed by both the Mentor and Mentee within two weeks of completion of the post-observation according to a prescribed schedule, then submitted to a Mentor Coordinator. An additional form will be submitted before the end of the school year that lists additional meetings beyond the three

required summative observations that take place between the Mentor and Mentee.

Mentee Responsibilities – The mentee will participate in the program by:

1. Receiving 5 days of training in August during the New Teacher Orientation Program. Teachers hired after the start of the New Teacher Orientation Program shall receive training as necessary during the school year and be assigned to the next New Teacher Orientation Program.
2. Being provided with the opportunity to participate, with other non-tenured teaching staff, in monthly meetings as a follow up to training and instruction received during the New Teacher Orientation Program.
3. Participating in a minimum of three (3) formative clinical observations to be conducted by the mentor, including the pre-observation meeting, the observation and the post-observation meeting.
4. Participating in any supplemental clinical observations with the mentor, as deemed necessary by the Mentor.
5. Completing the appropriate paperwork in a timely fashion. All paperwork shall be submitted to the District's Mentor Coordinator for the purpose of complying with NYS Mentoring requirements.

Program Evaluations – The program coordinators will hold a minimum of two confidential meetings each year, one for the Mentors and one for the Mentees, as part of the program evaluation. Attendance will be voluntary. Input will be solicited from Mentors and Mentees as part of an overall evaluation of the Mentoring Program. Individual and collective input will be solicited and the information will be compiled anonymously. This anonymous information will be shared with the Superintendent and the Mentoring Committee.

Mentoring Meeting Log

School Year _____ - _____

Mentor _____ Building(s) _____ Certification(s) _____

Mentee _____ Building(s) _____ Certification(s) _____

Mentors & Mentees should complete a minimum of 3 Formative Observations (pre-observation, scripting, labeling & post-observation with a primary reinforcement and remedial). Scheduling guidelines for the observations are included below. All meetings and observations are to be kept confidential. The purpose of this log is to be able to document the state mandated meetings if called upon to do so. Any questions or concerns can be addressed to Mitch Maxick or to Lynn Shanahan, Assistant Superintendent of Curriculum & Instruction.

Observation #1 Complete by October 15 Date:	Mentor Signature	Mentee Signature
Observation #2 Complete by January 15 Date:	Mentor Signature	Mentee Signature
Observation #3 Complete by March 15 Date:	Mentor Signature	Mentee Signature

Please use the bottom and back of this form to document any additional meetings, observations, or information that you would like to share.

It is the responsibility of the MENTOR to return this completed form to the Curriculum Office, Room 243, District Office, by March 30.

APPENDIX K

Instructional Leadership Mentor Program

Program Goal

The goal of the Instructional Leadership Mentoring Program is to develop the professional capacity and practice of school and district leaders to promote each student's academic, social, emotional, and behavioral success.

Definitions

Induction - An organized process designed to train, support and retain new Instructional Leaders. We consider mentoring to be a fundamental part of the induction process.

Leadership Mentor Coordinator - Will be the Assistant Superintendent of Curriculum, Instruction and Technology. The Leadership Mentor Coordinator will oversee the Instructional Leadership Mentor Program and adhere to the rules of confidentiality.

Mentee - Is an Instructional Leader (administrator) who is new to the district.

Mentor - Is a tenured administrator who is highly committed to supporting the professional growth of the Mentee. Mentors are selected and appointed by the Superintendent with consideration given to position, years of experience (as an administrator and in District), accessibility, demonstrated competence in Clinical Supervision and a deep understanding of the Essential Elements of Instruction.

Collaboration Time - Regularly scheduled time for the Mentor and Mentee(s) to meet to focus on the Mentee(s) professional growth (e.g., Clinical Supervision, Essential Elements of Instruction)

Evaluation - At the conclusion of each year, a survey will be distributed by the Assistant Superintendent of Curriculum, Instruction and Technology to each Mentee for the purpose of evaluating the Leadership Mentor Program.

Recommendations - The Assistant Superintendent of Curriculum, Instruction and Technology along with input from the Mentor shall forward their evaluation of the program and any recommended changes to the Superintendent.

Concerns - Concerns relative to the Leadership Mentor Coordinator/Mentee relationship or Mentor/Mentee relationship shall be addressed with the Superintendent, if necessary.

Performance Criteria - For the purposes of this program the Mentee shall work with the Mentor towards demonstrating:

- a developing expertise in Instructional Leadership
- a common understanding and use of the Essential Elements of Instruction
- a uniform approach to Clinical Supervision

Our new Instructional Leaders will demonstrate competence in the following areas based on the Southern Regional Education Board's Learning Centered Leadership Program:

Amherst Central School District's Instructional Leadership Competencies

<i>Competency I: Effective Instructional Leaders have a comprehensive understanding of school and classroom practices that contribute to student achievement.</i>	
Focusing on Student Achievement	Contributing to the development and supporting a Strategic Plan that aligns with the District Plan leading to high levels of student achievement.
Developing a Culture of High Expectations	Setting high yet reasonable expectations for students, faculty, staff and self.
Developing a Standards-based Instructional System	Recognizing and encouraging sound instructional practices that motivate students and increase their achievement.
<i>Competency II: Effective Instructional Leaders have the ability to work with faculty and staff to design and implement continuous student improvement.</i>	
Creating a Caring Environment	Developing a school culture where staff feel connected and are supportive of each other and where students feel that they are important and cared for.
Implementing Data based Improvement	Using data as part of a cycle of continuous improvement and to inform instruction resulting in increased student achievement.
Communicating	Keeping all stakeholders informed and focused on high quality instruction leading to increased student achievement.
Involving Parents	Developing partnerships with parents and actively engaging them in the education of their child.
<i>Competency III: Effective Instructional Leaders have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.</i>	
Initiating and Managing Change	Understanding the change process and using leadership and strong facilitation skills to manage it effectively.
Providing High Quality Professional Development	Understanding how adults learn and advancing meaningful change through quality sustained professional development that leads to professional growth, improved teaching practices and increased student performance.

Innovating	Using and organizing time and resources in new and creative ways to meet the goals and objectives of school improvement.
Maximizing Resources	Evaluating and utilizing resources (materials, budgetary, personnel, plant) wisely.
Building External Support	Developing relationships and eliciting support from District administrators, community leaders and parents to support the mission of the school.
Staying Abreast of Effective Practices	Continuously learning and growing by staying abreast of research and best practices and working collaboratively with colleagues.

Confidentiality - The relationship between the Mentor and the Mentee shall be one of guidance and support and remains highly confidential. It is designed to develop trust and foster collegiality, inviting honesty and self-reflection by the Mentee about the practice of conducting high quality evaluations and providing relevant and formative feedback to our teachers. Feedback from this relationship is not part of the annual evaluation process for any non-tenured administrator.

Components of Instructional Leadership Induction - The professional learning of the following components will be coordinated by the Leadership Mentor Coordinator and the Mentor:

- Attendance at New Teacher Orientation so that our new Instructional Leaders develop an understanding of the expectations and common language of instruction used throughout our District
- Additional orientation will include:
 - Organizational structure
 - Roles and responsibilities
 - Instructional expectations
 - The importance of the Essential Elements of Instruction and having a common language of instruction throughout our District at all levels
 - Classroom visits - how to maximize time in classrooms, what to look for and how to provide feedback
 - The importance of providing high quality feedback to all teachers within and beyond the formal evaluation process (including our responsibility to develop veteran faculty)
 - Overview of the Clinical Supervision Model used in Amherst, including process, relevant forms and the use of e-doctrina
 - Overview of the ACSD Instructional Leadership Mentor Program Model (below) and distribution and review of process and relevant form.

Before Mentee's 1st Observation:		During First Semester:	During Second Semester:
Mentee shadows Mentor two times (w/Teacher Mentors or veteran faculty)		Mentor Shadows Mentee (w/Teacher Mentors or veteran faculty)	Mentor Shadows Mentee (w/Teacher Mentors or veteran faculty)
Components:			
1. Conduct Pre-Observation and Debrief	2. Conduct Announced Observation	3. Separate meeting to prepare for Post-Observation Conference*	4. Conduct Post-Observation and Debrief

*to include:

- Labeling script
 - How to ensure the teacher is climbing Bloom's Taxonomy
 - How to ask probing questions to better understand the teacher's thinking in planning and executing the lesson
 - How to redirect the conversation to stay focused on teaching and learning
- Regularly scheduled Mentor sessions (quarterly, half-day) with all Mentees to develop a Collegial Circle facilitated by the Mentor. Each session will incorporate the following components:
 - Clinical Supervision
 - Book Study - debrief reading assignment, reflection and connection to roles
 - Open Forum - to provide opportunities to develop relationships, build trust and to network with the Mentor and other leaders to exchange ideas, evaluate the demands of their job, and discuss how to implement positive change
 - Attendance and participation in District-wide initiatives (e.g. - Culturally Responsive Teaching)

Documenting Mentor/Mentee Meetings and Quarterly Mentor Sessions - Each Mentee will maintain a Mentoring Log to be utilized during each meeting with the Mentor. The Mentoring Log will include dates, times, topics and a self-reflection component which makes connections to each Mentees' role within the District.

Potential Year 2 Professional Development Topics:

- parent communication, legal issues, time management, school/district leadership, facilitating teacher leadership, HR (hiring, forms), School Safety, Business Office (budgeting, processes), Curriculum - overview by content area experts, Data Analysis, PPS - CSE, IST, BST, IEPs, 504, AIS, MDSS



Amherst Central School District
Instructional Leadership Mentor Program Log

Name of Administrator: _____ School Year: _____
 (Mentee)

Please document all meetings with your Mentor (including observations and quarterly meetings).

Goal for First Year: To develop your understanding and use of the Essential Elements of Instruction and your skills as a Clinical Supervisor.

Date:	Times:	Topic / Activity:	Reflection and connection to your role:

Goal for Second Year:

(To be developed with your Mentor based on your progress this year and should focus on supervision and evaluation)

Please submit this completed log to your Mentor by June 30th.

 Mentee's Signature

 Date

 Mentor's Signature

 Date

 Assistant Superintendent of Curriculum,
 Instruction and Technology

 Date

Note: To be kept on file with the Assistant Superintendent of Curriculum, Instruction and Technology

School District Professional Learning Plan STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional learning plan were conducted by a professional learning team that included instructional staff (teachers and teaching assistants), administrators, a higher education representative, and a parent.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional learning that:
 - Is aligned with state content and student performance standards;
 - Is articulated within and across grade levels;
 - Is continuous and sustained;
 - Indicates how classroom instruction and teacher practice will be improved and assessed;
 - Indicates how each teacher in the district will participate; and
 - Reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional learning and a mechanism to adjust activities based on the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

(Date)