Wheatland-Chili Central School District
Organizational Professional Learning Plan
2023-2026

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1. Vision

Mission

The Wheatland-Chili Central School community is committed to academic excellence which empowers all individuals to become motivated learners and challenges them to excel as citizens in a global society.

Core Beliefs

The Wheatland-Chili CSD community is committed to academic excellence which empowers all individuals to become motivated learners and challenges them to excel as citizens in a global society.

Schooling is more than cultivating the mind and body. It also develops character, pro-social behavior and civic competencies. School is a place where students have the opportunity to witness and practice civility, caring, compassion and trust. School is one of the few community institutions that brings all young people together as a community of learners. The merging of academic and character strands in education prepares students for the world of work and lifelong learning and citizenship.

District Priorities:

- Support curricular strategies that ensures equity for all students and creates the foundation for life skills and career aspirations.
- Support an environment of continuous growth and improvement for all staff.
- Ensure the intersections of inclusion, cultural responsiveness and social and emotional learning are defined and actively supported across the District.
- Define the strategy that will sustain the District as a leader in digital transformation.
- Define sustainable budgeting solutions that maintain and enhance our present facilities and programs.
- Provide opportunities for stakeholder involvement through effective communication and engagement strategies.

2. Introduction

Board of Education Approval: August 21, 2023

The Wheatland-Chili Professional Learning Plan (PLP) is designed to provide our staff with professional development opportunities that support professional growth that will build instructional practices to increase student achievement. Such opportunities will be designed based upon student data, professional development evaluation/reflection data, and research-based practices that will support our District and the needs of our students. We recognize that as professionals we must remain current in the field of education by continually updating our skills in order to meet the learning needs of our students.

This Plan is submitted for the year beginning July 1, 2023 in accordance with guidelines set forth by the New York State Commissioner of Education (Commissioner's Regulation Part 100.2(dd)).

3. Professional Committee Membership

The following individuals were participants in providing input for this plan as part of their role on the Professional Learning Planning Council/Wheatland-Chili Teacher Center Policy Board.

Name	Title
Lynda Quick, Esq.	Superintendent
Dr. Dan Murray	Elementary Principal
Camille Zitz	Middle/High School Principal
Erin Ayers	Elementary Teacher/WCFT President
Melissa Nelson	Parent (at least one; appointed by the established parent group or, in their absence, by the superintendent)
Cathy Cullinan	Teacher/Teacher Center Director
Ann Bayer	Teacher
Linda Giroud	Teacher
Marissa Zinone	Teacher
Autumn Arnold	Teacher
Beth Meeker	Teacher
Jennifer Vogt	Teacher
Rachael Ashby	Teacher
Caitlin Lattanzio	Teacher
Kaylee Mitchell	Teacher
Dr. Camilla Martina	University of Rochester

4. CTLE Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements

as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Wheatland-Chili CSD will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. All educators that have successfully completed CTLE hours may individually access their awarded CTLE certificates at any time within our electronic registration system. Electronic certificates are printable from Frontline Professional Growth and include all of the information as noted on the NYSED approved CTLE hours certificate. (In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES or District has a waiver. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

NYS CONTINUING TEACHER LEADER EDUCATION (CTLE) REQUIREMENTS

Wheatland-Chili CSD is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Wheatland-Chili CSD and approved vendors (see attached list). All Wheatland-Chili CSD internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.

Recordkeeping and Documentation for District/Sponsors and Educators – Additional Requirements

> **District:**
> The District (sponsors) will issue Certificates of Completion forms and will maintain records for all CTLE activities for 8 years.

> **Educators:**
> Educators (including teachers, educational leaders and teaching assistants level III) must maintain CTLE records for at least three years from the end of the registration period in which the CTLE was completed. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, their CTLE documentation must be available for review by the New York State Department of Education upon request.

5. Needs Analysis for Professional Learning Plan

Used by the Wheatland-Chili Teacher Center for determining the professional learning needs of the district.

The following items are analyzed regularly to determine the focus and content of the Professional Learning Plan. These include:

- District and student achievement data
- New York State educational initiatives and curricular reforms
- Federal legislation/mandates
- New York State Teaching Standards
- New York State Professional Development Standards

Data sources may include:

- District and locally selected assessments
- Student Learning Objectives
- Universal screening assessments
- RtI data
- New York State Assessments
- New York State School Report Cards
  - ✓ Student attendance
  - ✓ Discipline data (reports, rates)
  - ✓ Graduation rates
  - ✓ Disaggregated data (subgroups – gender, ethnicity, IEP/non-IEP)
- Professional Learning Needs Assessment
- District Continuous Improvement Plan
- Wheatland-Chili Central School District Annual Professional Performance Reviews
- Workshop participation and evaluations
- Mentor program evaluations
- District Curriculum Council recommendations
- Parent/student/staff surveys
- Measures of Interim Progress from Every Student Succeeds Act (ESSA)

Each year, the Wheatland-Chili Teacher Center conducts a survey of teachers to assist in identifying professional development needs. Attached as Appendix A is the results of the survey from 2022-23. A similar survey is administered each year to assist in planning activities for the following school year.

6. Philosophy

We strive to provide professional learning in alignment with the New York State Professional Development Standards (http://www.nysed.gov/educator-quality/professional-learning-and-growth):

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

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

5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

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

7. Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, the Needs of Children with Autism, and Dignity for All Students Act

Wheatland-Chili CSD is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention.

Upon request or determination of necessity, Wheatland-Chili CSD will provide refreshers on school violence prevention and intervention.

8. Provisions for Mentoring Program

The Wheatland-Chili CSD Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Wheatland-Chili CSD will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers in the classroom teaching service and new school leaders to ease the transition from teacher/leader preparation to practice, thereby increasing retention of teachers/leaders, and to increase the skills of new teachers/leaders in order to improve student achievement.

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

In accordance with Commissioner's Regulations, the elements of the mentoring program are included in the Appendix attached hereto.

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

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

For all other faculty and staff, Wheatland-Chili CSD meets and will apply for an exemption from the professional learning requirements in language acquisition for ELLs. The district, on an annual basis, has consistently fewer than 30 ELL students enrolled or the ELL population with the district is less than five percent of the total student population.

10. Organizational Professional Learning Goals

The goal of Wheatland-Chili's Professional Learning Plan is to improve the quality of teaching and learning based on New York State Learning Standards. This will be accomplished by:

- Improving student learning through instructional best practices.
- Using data to guide professional learning.
- Integrating technology into instructional delivery.
- Providing ongoing professional learning opportunities for all staff.
- Mentoring first-year teachers.
- Providing instructional coaching opportunities for all teachers.

11. 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 Opportunities:
- District Professional Development Days
- Curriculum development
- Mentoring
- New Teacher Orientation
- District level committees
- Teacher center participation
- Monroe 2 BOCES
- Book Club discussions
- Yearly training in:
    - ○ DASA related workshops
    - ○ Mandated Reporting
    - ○ Right to Know
    - ○ Sexual Harassment
    - ○ Edlaw2D
    - ○ Digital Safety & Security
- Other opportunities as appropriate

Building Opportunities:
- 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

Individual Opportunities:
- Institutes of higher education academic coursework
- Observation of colleagues

- Visitation to other schools
- Regional, state or national conferences
- Online learning
- Evaluating educational resources
- Peer mentoring/coaching
- Self-directed collaborative learning groups
- Other opportunities as appropriate

12. Action Plan

- ***Goal 1: Improving student learning through instructional best practices.***

Objective: To increase awareness, knowledge and skills related to best instructional practices

Activities and Strategies: Leadership Team Meetings, Regional Professional Development Offerings, State Professional Development Offerings, Professional Readings, District Provided Professional Development, Professional Development provided by the Wheatland-Chili Teacher Resource Center

Inputs	Evidence	Responsibility	Timeline
Professional learning for instructional leaders regarding research based instructional practices	Professional Learning through Monroe 2 BOCES Attendance Rosters District Registration Logs Presentations on Website CTLE Certificates	Monroe 2 BOCES District Administration/Curriculum Leaders Teacher Center Offerings	Summer 2023 - June 2026
Assisting and facilitating professional learning across district and buildings regarding implementation of standards	Attendance Rosters District Registration Logs Presentations on Website	Monroe 2 BOCES District Administration/Curriculum Leaders Teacher Center Offerings	Summer 2023 - June 2026
Assisting and facilitating professional learning across district and buildings regarding implementation of resources to support the learning standards	Attendance Rosters District Registration Logs Presentations on Website	iReady/Ready Classroom Math - Curriculum Associates Scholastic Monroe 2 BOCES	Summer 2023 - June 2026

		District Administration/Curriculum Leaders	
Observations	Observation data/evidence	District Administration	2023-2024, 2024-2025, 2025-2026 School Years

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 10. Evaluation

Goal 2: Using data to guide professional learning

Objective: To continue to refine data driven instructional practices as a means to make purposeful instructional decisions.

Activities and Strategies: Leadership Team Meetings, Targeted Professional Development Offerings, Professional Readings, District Provided Professional Development, Professional Development provided by the Wheatland-Chili Teacher Resource Center, Curriculum Writing and Departmental/Team Collaborative Activities

Inputs	Evidence	Responsibility	Timeline
Provide additional professional development in the use of iReady to monitor and assess student growth and address areas of improvement	Attendance Rosters District Registration Logs Presentations on Website	iReady/Ready Classroom Math - Curriculum Associates Monroe 2 BOCES District Administration/Curriculum Leaders	Summer 2023 - June 2026
Professional learning to identify other methods to assess student progress using data resources	Professional Learning through Monroe 2 BOCES Attendance Rosters District Registration Logs	Monroe 2 BOCES District Administration/Curriculum Leaders Teacher Center Offerings	Summer 2023 - June 2026

	Presentations on Website		
	CTLE Certificates		
Data team meetings	Agenda Minutes Attendance	Teachers Curriculum Leaders District Administration	2023-2024, 2024-2025, 2025-2026 School Years
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			

Goal 3: Integrating technology into instructional delivery

Objective: To engage teachers in activities that maintain understanding of effective use of technology integration			
Activities and Strategies: Leadership Team Meetings, Targeted Professional Development Offerings, Professional Readings, District Provided Professional Development, Professional Development provided by the Wheatland-Chili Teacher Resource Center, Curriculum Writing and Departmental/Team Collaborative Activities			
Inputs	Evidence	Responsibility	Timeline
Conduct an analysis and build capacity of K-12 NYS Computer Science and Digital Fluency Learning Standards	Ensure that K-12 NYS Computer Science and Digital Fluency Learning Standards are ready for full implementation by 2024-2025	Monroe 2 BOCES District Administration/Curriculum Leaders Teacher Center Offerings	2023-2024 School Year

Continue to stay current with instructional technology tools that support the student learning experience	Professional Learning through Monroe 2 BOCES Attendance Rosters District Registration Logs Presentations on Website CTLE Certificates	Monroe 2 BOCES District Administration/Curriculum Leaders Teacher Center Offerings	Summer 2023 - June 2026
Continue training faculty and staff in data security measures under EdLaw 2D	Attendance Rosters	District Administration	Summer 2023 - June 2026
NYS PD Standards Addressed: Standard 1. Designing Professional Development. Standard 2. Content Knowledge and Quality Teaching. Standard 4. Collaboration Standard 9. Technology Standard 10. Evaluation			

Goal 4: *Providing ongoing professional learning opportunities for all staff*

Objective: To provide opportunities for all staff to engage in high quality professional development to assist them in their area of professional practice			
Activities and Strategies: Leadership Team Meetings, Regional Professional Development Offerings, State Professional Development Offerings, Professional Readings, District Provided Professional Development, Professional Development provided by the Wheatland-Chili Teacher Resource Center			
Inputs	Evidence	Responsibility	Timeline
Provide professional development as identified in needs analysis (survey) and as identified on annual evaluation	Professional Learning through Monroe 2 BOCES Attendance Rosters District Registration Logs Presentations on Website	Monroe 2 BOCES District Administration/Curriculum Leaders Teacher Center Offerings Other PD providers as needed	Summer 2023 - June 2026

	CTLE Certificates		

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 6: Student Learning Environments
Standard 8. Data-driven Professional Practice
Standard 10. Evaluation

Appendices

Appendix A
Teacher Needs/Interest Survey

Wheatland-Chili Central School District
Teacher Mentoring Program

This document attempts to capture the major tenets of the Teacher Mentor Program established in the Wheatland-Chili School District. It describes the intent and the content of various aspects of mentoring as applied to our school district's specific circumstances.

Why Mentoring?

The Wheatland-Chili School District motto is *"Personalized Education, Powerful Results"*. That motto serves to describe not only our preferred stance in relation to our students, but also toward all of the individuals within the organization, including our professional teaching staff. In this light, the School District, the Federation of Teachers, and the Teacher Center have collaborated in creating a plan that we hope supports the success of all teachers new to our District. While the District has had previous experience in mentoring and induction programs with varying degrees of success and sustainability, the plan described here is in response to both the ongoing interest of all parties in doing all we can in promoting the success of our new hires, as well as to a recently enacted regulation from the State Education Department, requiring all new teachers to receive some form of mentoring support from their employing districts. We hope that the plan described here does more than just meet this new requirement, though, and that it both continues to demonstrate a commitment to the success of each of the people we hire and has a positive impact on retention of these people in the field of education.

Governance

The Teacher Mentor Program is a joint effort of the District, the Federation of Teachers, and the Teacher Center. As such, it is governed by a Board representing all three parties. The Board consists of two administrators, two teachers, and the Teacher Center Director. The administrators serving on this Board are selected by Superintendent. The teachers serving on this Board are selected by the Federation. <u>We recommend a two year term to provide consistency.</u> The Teacher

Center Director will serve on the Board as part of his/her job duties.   This group will make recommendations for the planning and execution of an effective and supportive mentoring experience for all new teachers hired by the district effective September 1, 2004. This Board is also responsible for the maintenance and execution of this plan, subject to Board of Education approval and budget allocations.

Expectations

The Mentor Program will provide the resource of a selected and trained experienced teacher's time and attention in support of all new teachers hired by the District. The role of the Mentor is to support and assist the teacher new to the District in all aspects of his/her job duties, with particular attention to routines and functions of the job specific to the building in which the teacher is assigned. When available, the District plans to require selected new teachers who are also new to the profession to participate in an Induction experience that is tailored to classroom and instructional best practices. When offered, the Induction program is provided as a staff development CoSer through Monroe 2 BOCES.

The In-District Mentoring Program is meant to supplement, not supplant, that Induction process. The Induction program focuses on instructional issues. New teacher mentoring will provide support on the practical and pragmatic aspects of the job. In years without an Induction program, the trained mentors are qualified to support new teachers in instructional design, as well.

A list of suggested topics for discussion in mentoring sessions is attached. Additionally, all teachers, both veteran and new, are expected to work closely with their supervisors on specific goals and objectives as part of the ongoing supervision and evaluation process. The role of the Mentor is to support the new teacher in implementing the plans made as part of any induction program or supervisory recommendation, and to serve as an additional resource to the new teacher in meeting his/her goals for success. Mentors will be expected to take a leadership role in scheduling time to meet with assigned new teachers approximately an hour a week, and to learn about those aspects of the new teacher's job with which he or she may need assistance. Additionally, Mentors and Mentees will each be responsible for maintaining a record of the Mentoring relationship, which will be reviewed as part of the program evaluation process.

Roles and Responsibilities

The Mentor will assume a leadership role in scheduling time to meet with the new teacher assigned, and will be responsible for maintaining documentation of each meeting. The Mentor will attend new teacher orientation as scheduled by the District and will become conversant with the expectations of the program. The Mentor will establish effective communications methods so that the new teacher has a ready audience when issues of importance arise. The Mentor will establish a safe and confidential environment in which to conduct mentoring sessions and will be responsive to concerns and issues raised by the new teacher as needed. The Mentor will meet with the Governance Board as requested to participate in program evaluation. The Mentor will maintain confidentiality of issues discussed with the new teacher and will work with other Mentors on improving delivery of services to all new teachers as part of the evaluation of program effectiveness. Mentors may meet up to twice annually with the Governance Board for the purpose of evaluating the effectiveness of the overall program.

The new teacher can seek the support of the Mentor on any matter related to the effectiveness of his or her performance of job duties. The new teacher will meet regularly with the assigned Mentor teacher to review planned topics of support. The new teacher will respect the confidentiality of the Mentorship conversations held. The new teacher will provide feedback to the Governance Board about the effectiveness of the Mentor assigned and the program as a whole.

Relationship to the New Teacher Induction Program

The Teacher Mentor Program seeks to supplement, not supplant, the District sponsored New Teacher Induction Program as operated by Monroe 2 BOCES as a CoSer and focused on classroom management and instructional design. The Mentoring Program includes pragmatic and practical support related to routine job duties but can discuss instructional practice in the classroom when/if those conversations arise. All teachers with initial certifications hired at Wheatland-Chili will participate in the Mentoring Program. Selected new teachers who have limited classroom experience elsewhere or who are new to the profession may participate in the New Teacher Induction Program focusing on classroom best practices.

Relationship to the Administration

The Mentoring Program is meant to support the success of all new teachers with initial certification, specifically by providing additional time and attention to the needs of teachers new to the District. The Mentoring process is designed to be completely separate from the support, evaluation, and direction provided by administrative supervision of all district employees. The content of Mentoring sessions is not available to supervisors, except as provided voluntarily by the new teacher him or herself. In some cases, when the supervisor or the new teacher perceives a need, the supervisor may suggest that the resources of the Mentor may be helpful in addressing specific issues; however, the supervisor does not set the Mentor's agenda. Under no circumstance is the content of the Mentoring sessions available to the supervisor for evaluative purposes. It should be clear, however, that the supervisor is responsible for evaluating staff and that there is no recourse to the judgment of the Mentor in cases where the supervisor determines that corrective action or planning for improvement may be required. The Mentor plays no role in the evaluation of the new teacher for tenure or continuing employment decisions.

Mentor Selection and Training

Mentor candidates who are already tenured teachers within the District, who have been active in their own professional development, and who are members in good standing of the professional organization recognized by the District may apply for the position in order to be considered and recommended to the Board of Education for official appointment.   Mentors will be well versed in the WCFT Contract and in District policies and procedures. The Teacher Center Director, with the support of the Governance Board, will select from among the applicants on an annual basis who will be trained and made available to serve as Mentors. Any member of the Governance Board may block the selection of a teacher as Mentor. When available, a number of selected candidates will receive training so that a pool of qualified Mentors is maintained. Training will be coordinated by the Teacher Center on an ongoing basis.

Matching Process

The Governance Board will match trained and available Mentors from the pool of applicants to teachers with an initial certification. Consideration will be given first to Mentors available within the building in which the teacher will have the most potential for regular interaction, and then to other factors which may or may not include grade level or subject area assigned, personality traits or perceived strengths and/or needs. The Mentor and the Mentee will be expected to do his and/or her best to make Mentoring matches work to their mutual advantage. In cases where either the Mentor or the Mentee finds the match to be unsatisfactory, changes may be made by the Governance Board only and only upon written request of either of the parties to the relationship.

Topics Suitable for the Mentoring Relationship

A list of suitable, appropriate, and suggested topics for Mentoring is provided as an addendum to this document. While this list is meant to be suggestive, it is not exhaustive and may be supplemented as needed. Mentors should feel free to offer advice and support on a wide range of topics based on their professional experience in the District and on their observation of what is and is not going well for the new teacher. Mentees should feel free to ask advice or seek assistance with any topic related to their job duties.

Confidentiality

All conversations between the Mentor and Mentee should be strictly confidential. The Mentor is specifically barred from discussing with the Mentee's supervisor any concerns or suggestions for improvement that are raised as part of the Mentoring relationship. Only instances of illegal or immoral activity that could affect the health and safety of children or other adults disclosed in observation or discussion as part of a Mentoring relationship may violate this understanding. Mentoring is a purely non-evaluative and supportive activity and has no relationship to the supervision of district personnel.

Documentation and Communication

The Mentor and Mentee are expected to maintain a log of all Mentoring related meetings and activities. The Mentor and Mentee should meet regularly, at least weekly, and should maintain a record of all activity. The onus for maintenance of this record lies with the paid Mentor. Mentoring meetings should occur outside of the confines of the student contact day for both parties.

Complaints and Concerns

Complaints about the actions of a Mentor or Mentee may be made informally to the supervisor of the appropriate building or program in the hopes of resolving any dispute. Formal complaints about the effectiveness of a match or other concern with regard to the Mentoring relationship should be made in writing to the Governance Board. Only formal complaints made to Governance Board directly by a Mentor of Mentee will warrant Governance Board action.

Evaluation of the Mentor Program

A twice-yearly evaluation process will be practiced for both the program overall and for the effectiveness of each particular mentor. The record of activities conducted will be reviewed on a regular basis by the Governance Board. Ineffective or counterproductive Mentoring relationships may be terminated by the Governance Board and replaced with another Mentoring relationship as necessary.

The Governance Board will annually review the evaluations offered by participants in the Mentoring program in order to make determinations about any changes that should be made to the policies, procedures or practices of the program. The Governance Board may meet twice annually with the Mentor cohort to receive their input regarding the effectiveness of the program.

An annual report of the effectiveness of the program and plans for improvement may be made available to the Board of Education.

Wheatland-Chili Central School District
Mentoring Topic Schedule
Elementary

The intention of this timeline is to serve as a guide to maintain consistent training for mentees. The topics are aligned with the district calendar as to assist with school activities that occur according to that month. Other topics that arise in the mentoring partnership should be addressed as well.

August
- Password template (to use to write down all of a person's District passwords) or digital password locker

- Electronic solutions:

  - Active Directory,
  - ClassLink,
  - QueCenter,
  - Atlas (curriculum maps),
  - STAR,
  - Schooltool,
  - RTiM/IEP direct,
  - Frontline,
  - Outlook e-mail,
  - SEMS subfinder(personal day, sick day, family day, field trip, professional development, etc.),
  - Castle Learning,
  - Webpage creation,
  - Voicemail set up

- APPR: Observations, Domains, Professional Learning Walks, Danielson Rubric, calendar of observations, pre- and post-observation questions in Frontline, lesson planning, APPR spiral from the District

- Human Resources- Contract, payroll, contact information for business office, administrators, WinCap Web

- Preparing for the first day of school:

  - Tour school,
  - review class rosters,
  - review IEP/504 and medical alerts,
  - review teaching schedule (supervisory period, lunch period, AIS),
  - Back-to-school Picnic
  - room design,
  - purchase request/supplies,
  - copy requests,
  - connect to Recordex board
  - Scholastic Literacy Hub/120-minute block
  - Second Step Program and classroom management procedures
  - Code of Character, Conduct, and Support

- Sunshine Committee

September

- Create substitute folder
- <u>Technology topics:</u> Destiny, review electronic websites through the library website, student login information
- Code of Character, Conduct, and Support
- Parent Information Night/Family Picnic
- Progress Notes/Report Cards/other recordkeeping tasks
    - Schooltool Grade Book
    - Collecting Student Data
    - College and Career Readiness Folder
    - Cumulative Folders, IEPs, 504 Plans
    - Copy Center Procedures
    - Emergency Procedures/School Safety Plan/Right to Know
    - Local/State Assessments
    - CRSE and DDI procedures
    - Curriculum Review (Modules, Project Lead the Way, ESP kits)

October

- Review Teacher Contract
    - Salary agreement, WinCapWeb, observations, in-service classes, CTLE hours, sick/personal/family-sick days, employment benefits
- Annual Professional Performance Review (APPR)
- Teacher Observations (set calendar dates)
- Curriculum Maps, Module Design, Assessments, Lesson Plans
- Parent/Teacher Conferences
- First Quarter Report Card Preparation
- Student Support Team

November/December

- PTA, BOE, WCFT, Staff, and Grade Level Meetings
- Continue to Review Curriculum Maps/Modules
- Budget/Requisition Procedures
- Local/State Assessments
- Holiday Celebrations
- Submit extracurricular stipend vouchers for ½ year

January/February

- Staff Development Opportunities – Frontline Professional Growth
  - Teacher Center Courses
  - Workshops
  - Study Groups
  - Professional Learning Walks
- District/Building Level Committee Participation
- Participation in the Annual Review/504/IST Process
- *Mid-year Review on Mentoring Relationship/Needs Assessment*
- *Mentor Program Evaluation*

March

- Continue to review and align Curriculum Maps/Modules
- Review Classroom Management Procedures
- Professional Library/BOCES Media Services

April

- End of the Year Evaluations/Final Examinations preparation
- Review Report Card procedures
- Parent/Teacher Conferences
- Extra-Curricular Advisories

May

- Class List/Placements for Next Year – Recommendations
- End of Year Strategies (Supply List, End-of-Year Activities with Students, Field Trips)
- Summer Staff Development Opportunities
- "Mark Complete" activities in Frontline
- Summer School Recommendations

June

- End of the Year Procedures
- Complete purchase requisitions
- Preparing Room for the Summer
- Final Assessments
- Review Final Record Keeping Procedures
- Final Report Card

Wheatland-Chili Central School District
Mentoring Topic Schedule
Middle School / High School

The intention of the timeline is to serve as a guide to maintain consistent training for mentees. The topics have aligned with the district calendar as to assist with school activities that occur according to that month. Other topics that arise in the mentoring partnership should be addressed as well.

AUGUST

- Password template (to use to write down all of a person's District passwords) or digital password locker

- Electronic solutions-

  - Active Directory,
  - ClassLink,
  - QueCenter,
  - Atlas (curriculum maps),
  - STAR,
  - Schooltool,
  - RTiM/IEP direct,
  - Frontline,

  - Outlook e-mail,
  - SEMS subfinder (personal day, sick day, family day, field trip, professional development, etc.),
  - Castle Learning,
  - Webpage creation,
  - Voicemail set up,
  - Schoology

- APPR- Observations, Domains, Professional Learning Walks, Danielson Rubric, Calendar of observations, pre- and post-observation questions in Frontline, lesson planning, APPR spiral from the District

- Human Resources- Contract, payroll, contact information for business office, administrators, WinCap Web

- Planning for the 1st Days:
  - Tour school,
  - review class rosters,
  - review IEP/504 and medical alerts,
  - review teaching schedule (supervisory period, lunch period, AIS),
  - room design,

  - supplies,
  - purchase request procedures,
  - copy requests,
  - connect to Recordex board
  - Code of Character, Conduct, and Support

- Wildcat Ways/Second Step Program
- SLO preassessments for Regents courses
- Star Assessments for ELA/Math

SEPTEMBER

- Meeting schedules: Department, grade level, extended faculty
- Create substitute folder
- Progress and grade report due dates,
- Teacher contact information
- Schooltool attendance and gradebook set up
- Code of Character, Conduct, and Support
- Emergency Procedures/School Safety Plan
- GCN/Right to Know
- Athletic eligibility
- Open House/Parent's Night/Curriculum Night
- Wildcat Ways meetings and expectations
- Copy Center procedures
- Homecoming week

OCTOBER

- Review Teacher Contract
  - Salary agreement, WinCapWeb, observations, in-service classes, CTLE hours, sick/personal/family-sick days, employment benefits
- Annual Professional Performance Review (APPR)
  - Teacher Observations (Set Calendar Dates)
- Curriculum Maps, Unit Design, Assessments, Lesson Plans
- Parent/Teacher Conferences
- Progress Reports
- Athletic Eligibility
- Student Support Services

- Professional Learning Walks & Collaborative conversations

NOVEMBER/DECEMBER

- First Quarter Report Cards
- Athletic Eligibility (November)
- Progress Reports (December)
- Honor Roll Event
- PTA, BOE, WCFT, Staff & Department Meetings
- Review Curriculum Maps/Units
- Budget/Requisition Procedures
- Midterm preparation
- Preparation for January Regents Exams/Possible review classes opportunities

JANUARY/FEBRUARY

- 2nd Quarter Report Cards
- Staff Development Opportunities – Frontline Professional Growth
  - Teacher Center Courses
  - Workshops
  - Study Groups
  - Professional Learning Walks
- District/Building Level Committee Participation
- Participation in the Annual Review/504/IST Process
- *Mid-year Review on Mentoring Relationship/Needs Assessment*
- *Mentor Program Evaluation*

MARCH

- 8th Grade State Assessments
- Continue to review and align Curriculum Maps/Units
- Professional Library/BOCES Media Library
- Progress Reports
- Athletic eligibility

APRIL

- End of the Year Evaluations/Final Examinations preparation
- 3rd Quarter Report Cards
- Athletic eligibility
- Parent/Teacher Conferences
- Extra-Curricular Advisories

MAY

- Progress Reports
- Course recommendations/Placements for next year
- End of Year Strategies (Order Supplies for Next Year)
- Summer Staff Development Opportunities
    - "Mark Complete" activities in Frontline
- **Mentor Program Evaluation**

JUNE

- End of Year Procedures (maintenance requests, checklist)
- Complete purchase requisitions

- Prepare Room for Summer (room # on furniture, store personal items, store textbooks)
- Final Exams
- Review Final Record Keeping Procedures
- Complete "course failure cards" for Counseling Office
- Regents exam scoring
- Final Report Card
- Copy Exam Wrappers (keep one for yourself, one to counseling)
- Final Report Card