

Professional Development Plan



Akron Central School District

Andrea Kersten
Superintendent of Schools
Board of Education Approval:
July, 2026

A Learning Centered Community Dedicated to its Students

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PROFESSIONAL DEVELOPMENT PLANNING TEAM

(Majority of team members must be teachers)

District Name: Akron Central School		
BEDS Code: 142101040000		
Superintendent: Andrea S. Kersten Taylor		
Address: 47 Bloomingdale Avenue, Akron, NY 14001		
Phone: (716) 542-5010	Fax: (716) 542-5018	E-Mail: ataylor@akronk12.org
Year(s) Plan is Effective: 2026-2027		

District Team (Required)

10 # administrators/staff
8 # teachers
 # others (specify roles below)

School Team(s) (Recommended)

N/A # administrators/staff
N/A # teachers
N/A # others (specify roles below)

Elementary Teacher	Kristin Corser	Director of Curriculum and Instruction	Danielle Hawkins
Elementary Teacher	Caitlin Srouer	High School Principal	Stephen Dimitroff
Elementary Teacher	Janine Detine	MS/HS Assistant Principal	David Brick
Elementary	Emily O'Connor	Middle School Principal	Joseph Caprio
Elementary	Jennifer Vespa	MS Assistant Principal/AD	John Morello
Middle School Teacher	Caitlin Kenyon	Elementary Principal	Caroline Kos
Middle School Teacher	Stephanie Schreck	Elementary Assistant Principal	Anthony Buono
Middle School Teacher	Danielle Russell	Director of Special Education	Mary Fial
High School Teacher	Danielle Chase	BOCES Curriculum and Technology Coordinator	Val Ess
High School Teacher	Jeri Diletti	Indigenous Homeschool Liaison	Anto Abrams

Number of school buildings in district: 3

Number of school-based professional development teams: 0

Indicate how school team(s), if any, will be represented on district team:

There are no active building based professional development teams. There is only a district professional development team.

If school teams are not represented on the District Professional Development Team, describe briefly how the District Plan will ensure that the needs of schools in the District are met.

Each school principal is represented on the District Professional Development Team. In addition, each building has at least 2 teacher representatives. Through district wide surveys, in-depth data analysis, faculty meeting input, department and grade level meetings, building needs are identified and addressed through Summer Curriculum work, professional conferences, and release time activities. The Director of Curriculum and Instruction works very closely with each building to plan, schedule and evaluate all building specific activities, which will successfully support all District Level activities. The District Team meets regularly throughout the school year to evaluate and provide feedback on professional development.

CONTINUING TEACHER LEADER EDUCATION (CTLE)

On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015. See **Attachment I**. To support this requirement all teachers regardless of certification will be required to participate in a minimum of 35 hours of professional development each year. All teacher assistants and nurses will be required to participate in a minimum of 15 hours of professional development each year. Time will be required to be recorded in Frontline.

* Suggested activities that will qualify as Professional Development under this Plan:

- Mentoring
- Peer review of learning experiences (units)
- Problem solving through collaboration
- Workshops
- Cases (video review of lessons taught)
- Mini-seminars
- Action research/study groups
- College courses
- Conferences
- Curriculum development
- Team teaching
- Serving as a cooperating teacher for a student teacher
- Portfolio development
- Strategic planning
- Participation in school committees
- Faculty meetings
- Collaboration for team/co-teaching
- Grade level/department meetings
- Site visits
- Interdisciplinary activities
- Team teaching through collaboration
- Superintendent's conference days
- Training and scoring for state exams
- Grant implementation
- Other activities as approved by building administrator, such as training with a consultant
- Teacher website development
- Culturally Responsive teaching
- DEIB (diversity, equity, inclusion, belonging) planning

There is not an upper limit on the amount of time a teacher could spend in professional development, and all teachers are encouraged to participate in learning opportunities outside the school day/year.

All teachers will review their professional development of Frontline annually. See Attachment I.

DISTRICT RESOURCES

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

 X General Fund

 X Title I (Meeting ESSA requirements for student achievement)

 X Title II and Title IV

 X IDEA 611

Staff Resources:

- ☒ Curriculum developers
- ☒ Content specialists
- ☒ Exemplary teachers/Instructional Coaches

Providers:

- ☒ Institutions of Higher Education
- ☐ Teacher Resource Centers
- ☒ BOCES

Community:

- ☒ Major employers
- ☒ Community-based organizations
- ☐ Parents

NOTE: All funds for professional development will be used to implement this plan.

BELIEFS ABOUT PROFESSIONAL DEVELOPMENT

1. Through professional dialogue, collaboration, and reflection teachers can maximize their students' and their own individual potential.
2. Teaching is a complex process that requires specialized skills and constant updating.
3. Learning can occur anytime, anywhere and at any pace.
4. In order to optimize learning for all students, teachers, and staff the District must provide time and on-going professional development opportunities.
5. To maximize student achievement, engagement, and growth, teachers need to take advantage of professional development opportunities.

Expectations for Participation

Suggested activities to document learning:

- a. The anticipated learning from the course, workshop and mini-seminar is implemented in the classroom and becomes a part of the learner's repertoire. This may require time after the professional development event for modeling, coaching, or peer collaboration for this to occur.
- b. The curriculum unit or learning experience developed is taught, evidence of student learning collected, and a peer review occurs.
- c. The study group reports on its research and use-in-practice in a format that is predetermined by the principal or supervisor.
- d. The results of the action research project are shared with the faculty.
- e. The mentor and intern log topics of conversation and results of the learning.
- f. The learning gained at the conference is logged, used in class, and reported to the principal/supervisor for possible sharing at a faculty, grade level or department meeting.
- g. Peers who collaborate to solve problems log the problem, the solutions considered, the solution selected and the research confirming this choice and evidence of effectiveness of the solution.
- h. The video is shared with a peer who logs what was observed, with comments on the discussion held with the originator, and the originator's reflections, (both parties complete the log).
- i. Team teachers maintain a log that contains appropriate components from the following: topics discussed, relevant research or commentary, lessons taught, evidence of student learning, parent contacts, and reflections.
- j. School committee members who use this avenue to grow professionally will maintain a log of meetings attended, reflections on how membership on the committee can lead to improved student learning and a list of contributions to the committee.

Performance accountability could be demonstrated through:

- a. Student achievement on State/Standardized tests
- b. Evidence of student learning that is shared with peers
- c. Growth as shown on self-assessment tool
- d. Collections of evidence of student and teacher learning (portfolios)

Range of Professional Development Opportunities

Our staff development initiatives are carefully linked to our Strategic Plan and NYS Learning Standards. See **Attachment II**.

These professional development opportunities occur during the summer, on Superintendent's Conference Days, and during the school day and after school.

Evaluation Plan

The PDP Team will use feedback and data on an annual basis to revisit suggestions for the subsequent year. The Team will survey teachers in order to inform the revision process of the Professional Development Plan and to seek input for the professional development priorities for the next year.

Needs Analysis for Professional Development Plan

Describe how the Professional Development Plan is aligned with learning standards and assessments, student needs and is articulated within and across grade levels.

- All professional development in the District is focused on enhancing student learning and social emotional needs. Teachers and administrators work collaboratively to analyze student assessment data including NYS assessments and parallel tasks. Needs for training are derived from the analysis of weaknesses in student work and the performance of specific sub groups.
- The major tool for articulation across grade levels are Curriculum Maps. There is one map per grade level per subject. Curriculum maps have allowed us to:
 - Audit our alignment to the Learning Standards
 - Plan for co-teaching and inclusion of Special Education students
 - Plan for interdisciplinary instruction
 - Plan for differentiated instruction
 - Plan for vertical and horizontal alignment of curriculum

Grade level, department meetings and faculty meetings are used to look at data including curriculum maps and student work across grade level spans.

Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.

1. We will promote a culture of success that engenders leadership and innovation for our students, staff, and community.
2. We will personalize teaching and learning to enhance academic achievement and create a sense of belonging for all students.
3. We will ensure academic and non-academic learning opportunities and provide personal support to develop the whole person.
4. We will continually work to achieve a positive relationship with the Tonawanda Seneca Nation Council of Chiefs and the Indigenous community.
5. We will ensure the optimal organizational capacity, effectiveness, and implement appropriate programming to actualize our mission and objectives.

We will continue to focus on these areas by:

- Continuously analyzing student data.
 - Continuously auditing and adjusting our curriculum and instructional priorities.
 - Providing time for teachers to collaborate in developing curriculum and instructional strategies.
 - Providing time for teachers to become proficient in evidence based instructional approaches
-

Identify how the data used supports the goals, objectives, strategies and activities in the Professional Development Plan.

- The District reviews the New York State Report Card yearly and identifies achievement and commencement gaps. Teachers in their respective courses are presented with the achievement data and use student performance trends to inform their instruction.
 - Our student performance and behavior data continues to indicate a need to improve especially for Indigenous and Special Education students, especially at the intermediate and the commencement levels.
 - Our recently revised Strategic Plan provided both anecdotal and hard data input which also identified subpopulation achievement as an important goal.
-

MENTOR PROGRAM

At its November 2003 meeting, the Board of Regents adopted a regulation requiring school districts and BOCES to plan and implement mentoring programs for first-year teachers in their employ. This regulation (8 NYCRR 102.2[dd]) complements a previously adopted regulation (8 NYCRR 80.3.4 [b][2] effective February 2, 2004) that requires all new teachers holding an initial certificate to complete a mentored teaching experience within their first year of employment as a teacher. Describe how the Mentor Program will meet this requirement below.

Purpose

The mentor will provide guidance and support for teachers new to the District. From the guidance provided by the Mentor Coordinator and established veteran teachers, the mentees will receive information, encouragement and better understanding of the culture of Akron Central School, and encourage participants to become lifelong reflective practitioners.

Mentor Committee

Composition of Mentor Committee

- Mentor Coordinator
- Up to 3 teachers as selected by AFA bargaining unit
- Up to 3 administrators as appointed by Superintendent

Mentor Committee Responsibilities

- ☐ Reviews new mentor applications. See **Attachment IV**.
- ☐ Determines mentor-mentee pairings and makes initial recommendations to Mentor Coordinator.
- ☐ Reviews the effectiveness of the mentor program in January and June using the mentor program evaluation form. This is to include a summary of both positive aspects and areas needing improvement, as well as suggestions for change to the Professional Development Plan Committee and the Superintendent/Board of Education.
- ☐ The Mentor Coordinator chairs the committee and votes to break a tie in the selection process.

Mentor Coordinator

The mentor committee will choose this individual by July 1st of the required year. This person will not be assigned a mentee and compensation will be equal to that of a mentor. In the event more than one candidate applies, consideration will be given to the incumbent. The Mentor Coordinator will be assigned 5 classes and will be given no supervisory duties, unless (s)he volunteers to do otherwise. Regardless of which building (Elementary, Middle, or High) the coordinator teaches in, the District will provide class coverage as needed, determined by the Mentor Coordinator, for the Mentor Coordinator to perform the necessary duties. The applicant for the position of Mentor Coordinator must meet all qualifications of a mentor.

Responsibilities of Coordinator:

- ☐ Oversee program
- ☐ Maintain the list of eligible mentors
- ☐ Actually canvass eligible members interested in being assigned a mentee
- ☐ Consult with the Director of Curriculum & Instruction for mentor/mentee needs
- ☐ Initiate the mentor selection process as soon as an opening is anticipated
- ☐ Organize and convene the mentor selection committee at the beginning of each year or as needed
- ☐ Arrange release time for mentors and mentees as needed
- ☐ Assist in coordinating mentor training sessions
- ☐ Assist in coordinating mentor-mentee orientation sessions
- ☐ Schedule and chair group meetings with mentors and mentees at least once each semester

The coordinator may also provide help in other areas. For example, the coordinator may:

- Assist mentees in the process of applying for a professional certificate
- Assist in the coordination and planning of scheduled meetings and in-services for mentees Pre K-12

- Assist in understanding, developing and maintaining a record of professional development
- By invitation, observe classes of mentees to provide positive feedback and constructive criticism concerning effective teaching strategies; in classes, the regular mentor cannot attend due to scheduling conflicts
- Act as initial intermediary between mentors and mentees who may have conflicting philosophies and/or personalities

The Mentor Coordinator may not:

- Direct any AFA member, new or veteran, to perform any school related duty
- Evaluate any AFA member for the purpose of professional review
- Work in any way which violates the current agreement between the Akron Central School District and the Akron Faculty Association

Mentor Qualifications of a Mentor

A mentor must

- Be tenured and hold permanent or professional certificate
- Have a minimum of 5 years teaching experience in the Akron Central School District
- Be experienced in organizing subject matter, planning lessons, sharing school philosophy and methodology, and model effective teaching strategies
- Have demonstrated skills in developing interpersonal relationships that exhibit caring, kindness, and understanding, work collaboratively, utilize effective verbal and non-verbal communication skills, and be a model of a continuous learner
- Successfully complete a mentor training program mutually agreed upon by the District and the AFA
- Be able to maintain confidentiality

Qualities of a good mentor

- Committed to the role of mentoring
- Accepting of the beginning teacher
- Skilled at providing instructional support
- Effective in different interpersonal contexts
- Model of a continuous learner
- Communicates hope and optimism

Abilities

- Ability to model effective teaching strategies
- Ability to work in a collaborative manner
- Ability to maintain confidentiality
- Ability to manage time effectively

Knowledge

- Knowledge of effective teaching strategies
- Knowledge of instructional effectiveness

Demonstrated Skills

- Professional competence
- Effective verbal and non-verbal communication
- Interpersonal skills of caring, kindness and understanding

Experience

- Subject-area or grade-level experience
- Five or more years of successful teaching experience

Role of a Mentor

The mentor is to be a non-threatening informational resource person to the mentee. The ratio of mentor to mentee is one to one. From the guidance provided by established veteran teachers, the mentees will receive information, encouragement, and better understanding of the culture of Akron Central School promoting more effective delivery of instruction. In no way should his or her job be considered that of an evaluator. Confidentiality is to be maintained between the mentor and mentee at all times. The responsibilities may include:

- Observation
- Modeling instruction
- Lesson planning with new teacher
- Team teaching
- Peer coaching
- Orientation of new teacher to school culture
- Technology assistance
- Assist in development of professional growth plan
- Documentation of mentoring activities
- Other activities as appropriate

Responsibilities of Mentor

- Get involved in solving specific questions, inquiries, and problems about curriculum, instruction and relationships
- Provide opportunities for classroom visits with feedback (beginning teacher's classrooms, mentor's classroom, colleague's classroom)
- Encourage visits to other classrooms by offering to cover the beginning teacher's classroom
- Express positive feelings about teaching and help the beginning teacher attain those same feelings
- Address the new teacher's thoughts about being a teacher
- Help the new teacher cope with practical details of being a teacher
- Assist with the new teacher's understanding and management of school authority
- Listen to daily concerns, progress and questions
- Serve as a source of ideas
- Be easily accessible, trustworthy and understanding

- Offer assistance on classroom management
- Demonstrate professional competence
- Help expand the beginning teacher's repertoire of teaching strategies
- Show awareness of, commitment to, and familiarity with the new teacher's classroom
- Schedule time willingly with the beginning teacher
- Provide a task-oriented focus established through a two-way interchange about goals and procedures

Time Allocation for Mentoring Activities

The District will make every effort to facilitate the following:

- Scheduling common planning periods
- Releasing the mentor and mentee from a portion of their instructional and/or non-instructional duties, as needed
- Providing time for mentoring during Superintendent conference days
- Providing time before and after the school day, as needed
- Providing time during summer orientation sessions, as needed

The number of hours will be logged by the Mentor. The duration of mentoring will be based on Tier. Based upon administrative observations, the option for a second and/or third year may be granted as per the Superintendent's recommendation. See **Attachment V**.

Length of Service & Remuneration

Tier	Appointment Type	Description	Mentoring Hours
Tier I	Probationary	New teacher to the district and is required by NYSED to be mentored	40 hours
Tier II	Probationary	New teacher to the district and is NOT required by NYSED to be mentored	10 hours
Tier III	Short/ Long Term Substitute (11 – 40 weeks)	New teacher to the district and is still in need of mentoring according to NYSED	1 hour per week
Tier IV	Short/Long Term Substitute (11 – 40 weeks)	New teacher to the district and is NOT required by NYSED to be mentored	10 hours
Tier V	Short Term Substitute	New teacher to the district, but will only be here ten weeks or less	NONE

Mentoring is a relationship that commences on the date of the mentor-mentee assignment and concludes at the end of 10 academic school months or other Board approved length of service as indicated below. A mentor will be paid a stipend equal to remuneration outlined in the current contractual agreement between the AFA and the Akron Central School District. Every reasonable effort will be made to provide substitute teachers or other class coverage to release the mentor and mentee for observation activities.

Attributes of the Teacher Mentoring Model

1. Mentors are trained.
2. Mentors receive a stipend.
3. Each mentor is assigned no more than one mentee per year.
4. Mentoring at ACS is non-evaluative.
5. Mentoring at ACS encourages self-reflection.
6. The Mentor-Mentee relationship is confidential and collegial in nature.
7. The relation of administration and mentor regarding a mentee is a one-way street.
 - a. Administrators may share, with the mentor and the mentee, their thoughts regarding the performance and progress of the mentee.
 - b. Administrators do not request mentors to report on the progress and performance of a mentee.
8. Mentors may visit their mentees and watch them do their job.
9. Mentors meet both formally and informally with mentees.
10. Mentors are to refer to items on the checklist on the mentor log form. Some items are covered in greater depth than others depending on the needs of the mentee.
 - a. Checklists are kept by the mentor and mentee and may be destroyed at the end of the mentoring term.
11. Mentors may arrange a 3-way meeting involving the mentor, the mentee and the administrator in charge of the mentee's formal observation process to discuss the observation process.
12. Administrators are open to the possibility that the teacher may want the mentor to participate in the pre-observation conference and/or the observation and/or the post observation conference. The mentor's participation in the above mentioned parts of the observation process would be with the agreement of the mentee and the administrator.
13. Mentors complete a mentor evaluation form at the end of the mentoring time. See **Attachment VI**.
14. Mentors and mentees acknowledge the end of their contractual relationship by signing a Superintendent Verification of Mentored Experience as needed by NYS. A Completion of Mentoring form will also be completed by the Mentor and Mentee. The Superintendent Verification of Mentored Experience is maintained in the Personnel Office for at least seven years. See **Attachment VII**.

Akron Central School District Instructional Coach

GENERAL DESCRIPTION: The Instructional Coach provides authentic opportunities for colleagues to see best practices in action. The main goals of the coaches are to improve instructional practice and student learning.

PRIMARY RESPONSIBILITY: Instructional Coaches will be responsible for building teacher capacity around the sharing of professional practices, reflection on their craft, and the development of a shared vision of teaching and learning. Coaches will support teachers in the classroom/building setting and contribute to the advancement of district goals in alignment with the Strategic Plan.

PREFERRED QUALIFICATIONS: A minimum of five (5) years of effective teaching and possession of the appropriate certification in the following areas:

QUALIFICATIONS:

1. Valid New York State teacher certification in an appropriate curricular area, or other combination of certification and experience as deemed appropriate by the Superintendent of Schools.
2. Demonstrated effectiveness as a classroom teacher.
3. Demonstrated willingness to study one's craft to build his/her personal capacity.
4. Commitment to the study, understanding and implementation of standards based curricula and high quality instructional practices.
5. Demonstrated understanding of the use of assessment data.
6. Demonstrated willingness to collaborate with colleagues in varied settings both inside and outside the school day to meet the needs of students.
7. Grasp of effective communication in both oral and written forms.
8. Possess strong understanding of adult learning theory and coaching for improved instructional practice and student engagement.
9. Demonstrated ability to apply understanding of differentiated instruction, lesson design, assessment and theories of literacy and numeracy development to instructional practice.
10. Experience working collaboratively with other professionals around curriculum, instruction and assessment practices.
11. Experience in data analysis to guide whole-group, small-group, and individualized instruction.
12. Experience planning, coordinating and facilitating professional learning opportunities.
13. Demonstrated work in independently growing one's individual knowledge and practice.

REPORTS TO: Director of Curriculum and Instruction

RESPONSIBILITIES:

1. Work closely with individuals and teams of teachers to understand and implement high quality instructional practices.
2. Participate in the design of curriculum materials for the district.
3. Provide or assist others in identifying quality resources to support instruction.
4. Plan and design lessons (and/or units of study) collaboratively with teachers one-on-one, in small groups and/or at grade level meetings.
5. Support teachers in taking on identified instructional practices and strategies.
6. Provide strong, effective models of best practices.
7. Co-plan and co-teach lessons with classroom teachers.
8. Create a welcoming, respectful and emotionally safe environment.
9. Engage in constructive dialogue with the teacher to help guide the teacher's understandings and practices.
10. Help teachers/administrators develop their abilities to use various strategies to reach different students as well as create environments that support differentiated teaching and learning.

11. Assist in the analysis of assessment data to monitor building-wide progress.
12. Serve as a resource to both classroom and special area teachers.
13. Build trust and mutual respect with teachers and administrators.
14. Demonstrate flexibility and responsiveness to teacher needs.
15. Facilitate and plan professional learning opportunities at the district and building level as directed.
16. Use of effective communication skills such as active listening and open-ended questioning during interactions with teachers.
17. Demonstrate a commitment to the on-going improvement of their own professional knowledge and skills through participation in workshops, seminars, courses and local and national conferences.

EVALUATION:

Coaches will be evaluated by the Director of Curriculum and Instruction.

ADDITIONAL EXPECTATIONS:

Coaches will be expected to work up to an additional five (5) days each summer.

APPLICATION PROCESS:

Please submit a completed application to the Director of Curriculum. **See Attachment IX.**

LIST OF ATTACHMENTS

Attachment I:	Annual Teacher Verification of Frontline Hours
Attachment II:	Strategic Plan
Attachment III:	Teacher Effectiveness Framework
Attachment IV:	Mentor Application
Attachment V:	Mentor Log Form
Attachment VI:	Mentor Evaluation Form
Attachment VII:	Superintendent Verification of Mentored Experience
Attachment VIII:	Professional Development Providers
Attachment IX:	Instructional Coaching Application

Attachment I: Annual Teacher Verification of Frontline Hours

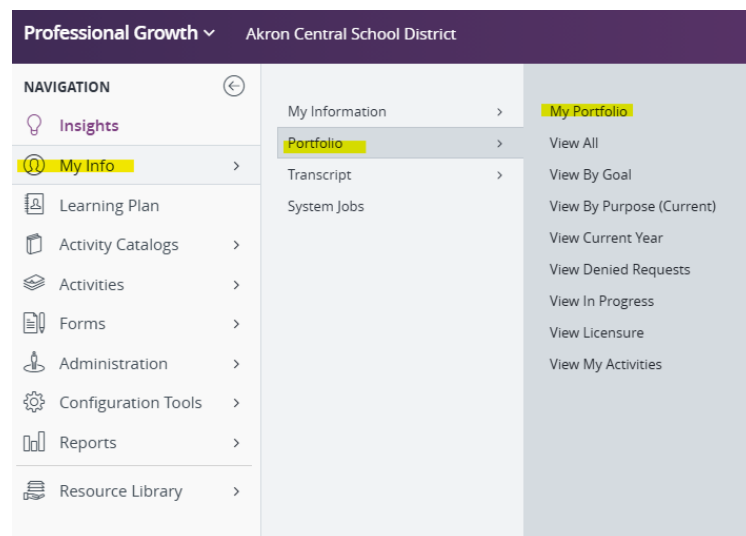
Akron CSD Professional Development End of the Year Verification Form School Year: June 2026

Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant **III** certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain certification. To support this requirement all teachers regardless of certification **will** be required to participate in a minimum of 35 hours of professional development each year. All teacher assistants will be required to participate in a minimum of 15 hours of professional development each year.

Professional Development Hours are captured and tracked via Frontline for each user.

Viewing My Portfolio

Your portfolio contains your completed activities broken down by year, activity, hours, and/or credits. To access it, go to **My Info -> Portfolio -> My Portfolio**



I have reviewed my electronic portfolio in Frontline. The data is accurate to the best of my knowledge and information.

Printed Name: _____

Signature: _____

Date: _____ Total Number of hours for the 2025-2026 school year: _____

This Form should be returned to the respective main office.

Akron Strategic Plan **2025-2028**

Draft Goals & Objectives

1	2	3
Area of Focus: Akron Student Experience and Community Engagement	Area of Focus: Akron Connection and Belonging	Area of Focus: Akron Academics and Instruction
Goal: Akron Central Schools will continue to expand student experiences and enhance community engagement opportunities.	Goal: Akron Central Schools will strive to build a supportive and inclusive space.	Goal: Akron Central Schools will seek to enhance educational opportunities and academic flexibility for students.
How will we do this? By incorporating student and community voices to expand relevant real-life opportunities and meaningful local engagement.	How will we do this? By strengthening connection and promoting a sense of belonging through creating opportunities across the district that celebrate individual differences, encourage engagement, and build interpersonal relationships.	How will we do this? By ensuring that all students have access to practical, authentic, and personalized learning experiences.

Goal 1

Akron Central Schools will continue to expand student experiences and enhance community engagement opportunities.

Goal 1 Action Plan Step #1

Identify and implement relevant real-life opportunities to locally engage in our Akron Community

Timeline Plan

Year One:

- Survey students, staff, and families to gauge interest in determining what types of opportunities are relevant and important
- Audit and explore current schoolwide/ staff-wide community service opportunities
- Examine flexibility to offer real-life opportunities during the instructional day
- Explore new interactive opportunities to enhance curriculum including: partnerships with local businesses, collaborations with local public service organizations (i.e. Library and Historical Society), Speaker Series with local residents, and field trip opportunities

Year Two:

- Create a structure or process for organizing and enhancing opportunities focused on local engagement, including:
 - Establishing curriculum projects in service of this initiative
 - Expanding and documenting service opportunities
 - Rolling out a newsletter to promote transparency and collaboration of partnerships
- Pilot 1-2 speakers for the Speaker Series

Year Three:

- Launch Speaker Series
- Monitor, evaluate, and adjust as needed

Goal 1 Action Plan Step #2

Continue to build local community partnerships

Year One:

- Survey the village and community for ideas around potential partnerships
- Conduct outreach to community businesses for involvement opportunities
- Audit community partnerships currently in place
- Investigate opportunities to unite school and local community such as “One District, One Book”

Year Two:

- Create a system to encourage and track community partnerships
- Create a plan to implement opportunities and ideas identified in Year 1

Year Three:

- Educators choose one partnership to engage in within the curriculum
- Monitor, evaluate, and adjust as needed

Goal 1 Action Plan Step #3

Explore and expand opportunities for more community partnership with families

Year One:

- Investigate current practices and procedures around costs that may cause financial burden on families
- Research options to offer an after school program to aid in childcare to support families in the district
- Explore healthy and lifestyle partnerships (i.e. Dance, yoga, mindfulness, martial arts, etc.)
- Explore and identify current mental health resources available

Year Two:

- Explore ways to remove financial barriers that may be causing financial hardship or limiting student and/ or family participation in district activities and events
- Enter into a partnership with an outside entity for the purpose of offering after school child care to Akron families
- Examine identified mental health resources for potential implementation

Year Three:

- Monitor, evaluate, and adjust as needed

Goal 2

Akron Central Schools will strive to build a supportive and inclusive space.

Goal 2 Action Plan Step #1

Cultivate opportunities to promote interpersonal connection within and across our district.

Timeline Plan

Year One:

- Critically examine Thought Exchange data to identify areas to expand and strengthen our efforts in creating a welcoming and affirming environment.
- Examine and enhance procedures to offer smoother and more supportive transitions for students between grades and buildings
- Explore student recognition and relationship building opportunities at each building (i.e. Student of the Month, Cookie Coins, Assemblies, “Start with Hello”)
- Create a system to promote cross-grade & cross-curricular collaboration such as:
 - School-wide community building activities like one-school, one-book (connecting experience)
 - Partnership with Juniors or Seniors to run Elementary after school programming for Elementary Students
 - Expand “Jolly Jubile-type days” woven into the school calendar
 - School activities like field trips, community service, mentorship, etc.
- Examine opportunities to better align student activities and experiences across buildings (i.e. Spirit Week)
- Examine current community building structures (i.e. Restorative Practices, community building and celebrations among staff)

Year Two:

- Using the research and development completed during Year 1, create and implement a cohesive and comprehensive plan to improve the student experience at ACS

Year Three:

- Monitor, evaluate, and adjust as needed

Goal 1 Action Plan Step #2

Strengthen Tier One Social-Emotional Learning (SEL) and behavior support across the district by implementing a consistent, evidence-based SEL framework in all classrooms, fostering a safe, inclusive, and supportive environment that promotes student well-being, self-awareness, and positive relationships.

Year 1:

- Examine current Tier 1 explicit behavioral instruction at each building level to identify strengths and areas for growth
- Create a Tier 1 Behavior Support Plan for Akron
 - Examine Code of Conduct and make recommendations to ensure it supports a welcoming, respectful, and safe environment for all.

- Research and evaluate options for offering a district-wide, evidence based program at each building level

Year 2:

- Implement Tier 1 Behavior Support Plan by:
 - Creating teams
 - Designing and implementing systems for data retrieval and analysis
 - Support staff in developing a common understanding of classroom behavior expectations
- Plan and prepare for the launch of the evidence based program selected
 - Create and begin to execute a professional development plan to build staff capacity to support this initiative

Year 3:

- Implement evidence-based Tier 1 Social Emotional Learning (SEL) instructional plan at each building level
- Monitor, evaluate, and adjust as needed

Goal 3

Akron Central Schools will seek to enhance educational opportunities and academic flexibility for students.

Goal 3 Action Plan Step #1

Explore opportunities for personalized learning experiences at each building

Timeline Plan

Year One:

- Create procedure to be completed annually to:
 - Survey student's interests and preferred learning pathways
 - Audit and analyze current course offerings and learning opportunities
 - Using the data and feedback collected, consider adjustments to course offerings

Year Two:

- Pilot new opportunities
- Create structures in scheduling to allow for more electives to be offered

Year Three:

- Offer courses and learning opportunities that are reflective of student choice and goals, continue to reflect on offerings
- Monitor, evaluate, and adjust as needed

Goal 3 Action Plan Step #2

Explore expanding non-traditional instructional delivery methods and ways of demonstrating understanding.

Year One:

- Evaluate current opportunities and programs
- Research ways to:
 - Collaborate with other districts to expand non-traditional
 - Offer new opportunities for students through BOCES, online instruction, and self-directed courses
- Explore innovative and engaging delivery methods
 - Project-based learning and assessment opportunities
 - Cross-curriculum experiences (i.e. incorporating more hands-on experiences)
 - Virtual Field Trips
- Analyze current homework and grading practices for alignment with ACS Mission and Vision

Year Two:

- Using the research completed during Year 1, create a cohesive and comprehensive plan to expand academic opportunities for students
- Create common language through horizontal and vertical alignment at grade levels

Year Three:

- Monitor, evaluate, and adjust as needed

Attachment III: Teacher Effectiveness Framework



Silver Strong & Associates
Thoughtful Education Press

THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

Overview

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country.

The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of **observable teaching indicators** within each dimension and relevant **student behaviors** associated with effective instruction. It also includes **rubrics for developing summative evaluations**, along with a set of **protocols** to help school leaders provide **meaningful feedback** to teachers and conduct powerful **pre- and post-observation conferences**.

What Are the Components of Effective Teaching?

Research and experience prove, beyond a shadow of a doubt, that classroom instruction has far more impact on student learning than any other factor. A study of the world's top 25 school systems puts it this way: "The only way to improve outcomes is to improve instruction" (Barber & Mourshed, 2007). This is why two of the three Framework components focus directly on classroom instruction.

COMPONENT ONE

Four Cornerstones of Effective Teaching (Dimensions 1, 2, 3, & 4)

Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielson, 2007; Marzano, 2007; Marzano, Frontier, & Livingston, 2011; Saphier, Haley-Speca, & Gower, 2008; Stronge, 2010). These are the four dimensions:

- 1 Organization, Rules, and Procedures
- 2 Positive Relationships
- 3 Engagement and Enjoyment
- 4 A Culture of Thinking and Learning



These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.

COMPONENT TWO

Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, & 9)

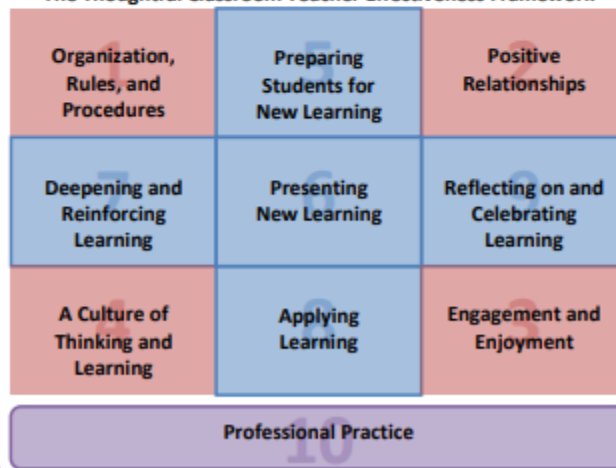
While there are clear universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), we've identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

- 5 Preparing Students for New Learning
- 6 Presenting New Learning
- 7 Deepening and Reinforcing Learning
- 8 Applying Learning
- 9 Reflecting on and Celebrating Learning



Understanding these five episodes—and their driving purposes—is critical for both the teacher and the observer. Teachers use these episodes to design high-quality lessons and units. For classroom observations, these five episodes immediately orient the observer within the instructional sequence, ensuring that teachers and observers are on the same page.

The Thoughtful Classroom Teacher Effectiveness Framework



COMPONENT THREE Looking Beyond the Classroom

Effective Professional Practice (Dimension 10)

- 10 The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities, including the teacher's commitment to **ongoing learning**, **professionalism**, and **the school community**.

Attachment III: Teacher Effectiveness Framework

THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

How to Collect Evidence through Classroom Observation

- Determine what kind of observation you will be conducting.
 - Formal observation** is announced, lasts for an extended period of time, and usually involves a pre- and post-observation meeting between the teacher and the observer (see the **green** pre- and post-observation panels below and to the right).
 - Informal observations** are typically shorter in duration than formal observations, may be unannounced, and should happen regularly throughout the year.
- Review the nine dimensions and instructional indicators to decide which ones you will focus on during the observation.
- Select the appropriate online template or paper form for your observation.
- Use these simple marks to help you collect information about the teacher's instruction:
 - ☐ **Not Evident** – Place a checkmark in the box.
 - ☐ **Mixed Opportunity** – Circle the box.
- Remember:** Quality instruction does **not** mean addressing all indicators.
- Look for student behaviors that are signs of effective instruction during your observation.
- Collect notes to support your observation and develop meaningful feedback (see **gray** feedback panel to the right).

How to Conduct a Pre-Observation Conference
I. Learning Goals: Start by working with the teacher to identify and establish the learning goals. What are your learning goals for the lesson to be observed? How do these specific goals relate to your broader learning goals and overall instructional sequence?

II. Instructional Episodes: Once you've established the learning goals, work together to identify the relevant dimensions the teacher will be focusing on. Which instructional episode(s) (Dimensions 5-9) will you likely be engaged in during this observation?

III. Assessing Student Learning: How will student learning be assessed? What evidence will you collect to check student understanding (in relation to your learning goals)?

IV. Learning Activities: What learning opportunities or instructional activities will you use to achieve your learning goals?

V. Learning from this Observation: Finally, help the teacher clarify expectations and identify focus points for the observation. What questions do you have about your lesson design and delivery? What data would you like to collect during the lesson to help you better understand your own practice?

Silver Strong & Associates
 Thoughtful Education Press
Contact us!
 We understand that choosing a teacher evaluation system is a complex decision. If at any time you'd like more information, have any questions, or would like to schedule a more detailed "walk through" of the Framework, just give us a call.
 800-962-4432
 www.ThoughtfulClassroom.com

1 | Organization, Rules, and Procedures

How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

- Instructional Indicators (Formative Observation)***
- 1.1 Organizes the classroom for safety and learning
 - 1.2 Maintains smooth flow of activities
 - 1.3 Establishes classroom rules and procedures
 - 1.4 Provides clear task directions
 - 1.5 Manages student behavior
 - 1.6 Manages non-instructional tasks efficiently
 - 1.7 Works effectively with other adults in the classroom

- Impact on Student Learning – Sample Student Behaviors**
- Show respect for each other and the classroom
 - Understand and follow classroom rules and procedures
 - Take responsibility for their own learning

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

7 | Deepening and Reinforcing Learning

How does the teacher help students solidify their understanding and practice new skills?

- Instructional Indicators (Formative Observation)***
- 7.1 Identifies critical junctures and has students assess progress
 - 7.2 Assigns regular content-based writing tasks
 - 7.3 Conducts periodic review and practice sessions
 - 7.4 Provides descriptive feedback
 - 7.5 Groups students to maximize learning
 - 7.6 Uses a variety of resources
 - 7.7 Provides opportunities to process learning deeply
 - 7.8 Assigns purposeful homework

- Impact on Student Learning – Sample Student Behaviors**
- Are able to distinguish between what they know, don't know, and need to work on
 - Practice and rehearse
 - Use feedback to assess and modify their performance

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

4 | A Culture of Thinking and Learning

How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

- Instructional Indicators (Formative Observation)***
- 4.1 Helps students develop skills for reading rigorous texts
 - 4.2 Engages students in higher-order thinking
 - 4.3 Challenges students to support ideas with evidence
 - 4.4 Uses effective questioning and recognition techniques
 - 4.5 Encourages discussion, dialogue, and debate
 - 4.6 Requires use of critical academic vocabulary
 - 4.7 Uses technology as a learning tool
 - 4.8 Encourages students to use strategies on their own

- Impact on Student Learning – Sample Student Behaviors**
- Use different forms of critical thinking
 - Support their thinking with evidence
 - Use academic vocabulary

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

5 | Preparing Students for New Learning

How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

- Instructional Indicators (Formative Observation)***
- 5.1 Selects appropriate standards
 - 5.2 Establishes clear and measurable learning goals/targets
 - 5.3 Poses essential questions
 - 5.4 Uses engaging hooks
 - 5.5 Introduces key vocabulary
 - 5.6 Assesses students' background knowledge, skills, and interests
 - 5.7 Clarifies expectations for products and performances
 - 5.8 Encourages students to develop personal goals

- Impact on Student Learning – Sample Student Behaviors**
- Understand/restate learning goals in their own words
 - Know what they have to produce and what's expected of them
 - Call up their prior knowledge

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

6 | Presenting New Learning

How does the teacher present new information and provide opportunities for students to actively engage with content?

- Instructional Indicators (Formative Observation)***
- 6.1 Organizes content into meaningful chunks
 - 6.2 Uses multiple sources of information/media
 - 6.3 Demonstrates high-quality communication skills
 - 6.4 Uses various presentation techniques to enhance memory
 - 6.5 Conducts modeling and think-alouds
 - 6.6 Uses a variety of questioning and response techniques to assess understanding and adjust instruction
 - 6.7 Uses outside resources to enhance learning
 - 6.8 Helps students assemble big ideas

- Impact on Student Learning – Sample Student Behaviors**
- Are able to identify big ideas and important details
 - Can answer questions about their learning
 - Can summarize what they've learned

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

8 | Applying Learning

How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

- Instructional Indicators (Formative Observation)***
- 8.1 Aligns summative assessment with learning goals/targets
 - 8.2 Requires students to transfer learning
 - 8.3 Develops writing tasks that promote college and career readiness
 - 8.4 Engages students in authentic research projects
 - 8.5 Challenges students to present and defend ideas
 - 8.6 Helps students analyze and address task demands
 - 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.)
 - 8.8 Differentiates assessment tasks

- Impact on Student Learning – Sample Student Behaviors**
- Analyze and revise their own work to improve its quality
 - Incorporate feedback into their revisions
 - Present and explain their work

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

2 | Positive Relationships

How does the teacher build meaningful relationships with the students and among students to promote learning?

- Instructional Indicators (Formative Observation)***
- 2.1 Maintains a positive and "with it" demeanor
 - 2.2 Incorporates students' interests into lessons
 - 2.3 Differentiates instruction and assessment to meet students' needs
 - 2.4 Builds a respectful and supportive classroom
 - 2.5 Promotes high-level student collaboration
 - 2.6 Communicates with students and the home
 - 2.7 Shows care and concern for students as individuals

- Impact on Student Learning – Sample Behaviors**
- Are respectful of each other and the teacher
 - Collaborate with each other
 - Participate in whole-class and small-group discussions

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

9 | Reflecting on and Celebrating Learning

How does the teacher help students look back on their learning and refine their learning process?

- Instructional Indicators (Formative Observation)***
- 9.1 Celebrates student achievement
 - 9.2 Encourages students to look back and develop new insights
 - 9.3 Provides students opportunities to reflect on their learning
 - 9.4 Promotes metacognition
 - 9.5 Helps students review and address unmet goals
 - 9.6 Helps students set future performance goals

- Impact on Student Learning – Sample Student Behaviors**
- Take a step back to see the big picture
 - Talk about their own learning process
 - Look back at their learning goals to assess their effort and achievement

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

3 | Engagement and Enjoyment

How does the teacher motivate students to do their best work and inspire the love of learning?

- Instructional Indicators (Formative Observation)***
- 3.1 Invites diverse forms of thinking
 - 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)
 - 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies
 - 3.4 Displays a passion for teaching and learning
 - 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives
 - 3.6 Creates a classroom that inspires and delights

- Impact on Student Learning – Sample Student Behaviors**
- Are energetic and enthusiastic
 - Enjoy themselves in the classroom
 - Express their own interests, ideas, and insights

Four-Point Assessment Rubric (see panel for description)*
 (1) Novice | (2) Developing | (3) Proficient | (4) Expert

How to Provide Meaningful Feedback

Any time you conduct an observation, it is essential that you provide the teacher with meaningful feedback. Based on your observation, use the Four Ps below to develop your feedback.
Provide Evidence that supports what you observed.
Praise positive teaching behaviors that enhance learning.
Pose questions that foster reflection on the teacher's decisions and their impact.
Propose (collaboratively, if possible) how to improve the teacher's practice.

How to Conduct a Post-Observation Conference
 Use these questions to help focus the teacher's reflection after the lesson/observation:
Review: What did you and your students do during the lesson? What changes did you make during the lesson that deviated from your lesson design?
Reactions: What are your personal reactions to the lesson? What do you feel went well? What caused you to concern? How do you feel your students reacted to the lesson? What caused them to feel this way?
Reasons: What caused you, if at all, to modify your plans during the lesson? Why do you feel the way you do about the lesson? Why do you think the lesson went well? Where do you think it could have gone better? What were the results of the lesson? What did students learn? Why do you think this is so?
Outlook: What would you do differently next time? What have you learned from this lesson and observation? How will this observation influence your teaching in the future?
Follow-up: How did this observation and feedback process work for you? How, as a coach and observer, can I better help you?

How to Assess a Teacher's Effectiveness Using a Four-Point Rubric

When you have enough information, use this four-point rubric to assess the teacher's instructional effectiveness. Note that the rubric may be used in different ways: You may use it to assess a teacher's effectiveness within each dimension or you may use it to assess the overall effectiveness of a lesson.
(1) Novice: Minimal or no commitment to effective instruction. Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.
(2) Developing: Initial commitment to effective instruction. The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.
(3) Proficient: Clear commitment to effective instruction. The teacher applies relevant instructional practices that have a positive impact on student learning.
(4) Expert: Strong commitment to effective instruction that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

This [icon] notes instructional indicators that support key themes in the Common Core State Standards. A full analysis is available at: www.ThoughtfulClassroom.com/PDF/CommonCore.

*Notes: Instructional indicators and student behaviors have been condensed. See *The Thoughtful Classroom Teacher Effectiveness Resource Guide* for full-length indicators.
 This icon notes that corresponding templates are available for your laptop or mobile device. See back page for training and implementation options.

Attachment III: Teacher Effectiveness Framework

How to Assess Professional Practice: Looking Beyond the Classroom

A comprehensive evaluation of teacher effectiveness includes looking beyond the classroom. Below are three sets of indicators to help guide your assessment of the teacher's commitment to professional growth, the school community, and professionalism. Use the four-point rubric within each set to assess the teacher's commitment to professional practice.

10 | Professional Practice

How committed is the teacher to professional learning and contributing to the school community?

Commitment to Professional Growth

- ☐ 10.1 Self-assesses and works to improve classroom practice
- ☐ 10.2 Develops and implements a professional growth plan
- ☐ 10.3 Seeks out professional development and continuous learning opportunities
- ☐ 10.4 Works with colleagues to improve practice throughout the building

- (1) **Novice:** The teacher is reluctant or resistant to professional growth.
 (2) **Developing:** The teacher has made an initial commitment to professional growth and applies new learning in the classroom.
 (3) **Proficient:** The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.
 (4) **Expert:** The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

Commitment to the School Community

- ☐ 10.5 Maintains open communication with the entire school community
- ☐ 10.6 Assumes appropriate leadership roles
- ☐ 10.7 Maintains and builds a positive school culture

- (1) **Novice:** The teacher is not contributing to the school community beyond his or her classroom.
 (2) **Developing:** The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.
 (3) **Proficient:** The teacher is a regular and active contributor to the school community.
 (4) **Expert:** The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

Commitment to Professionalism

- ☐ 10.8 Maintains a high level of professionalism at all times
- ☐ 10.9 Adheres to legal responsibilities and current educational policies

- (1) **Novice:** The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).
 (2) **Developing:** The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.
 (3) **Proficient:** The teacher adheres to school rules and is generally aware of major changes in educational policy.
 (4) **Expert:** The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.



Training & Implementation Leadership Training

- Learn the dimensions, indicators, and rubrics in the Framework.
- Use the Framework to conduct formal and informal observations and collect evidence of effective practice (using real classroom videos).
- Compare evaluations with those of other administrators to begin establishing inter-rater reliability.
- Use each successive round of observation to refine practice and calibrate judgments.
- Learn how to provide meaningful feedback to teachers.
- Learn how to conduct powerful pre- and post-conferences with teachers.
- Learn how to develop final evaluations of teacher effectiveness based on multiple measures.
- Explore different formats for writing up final evaluations.
- Learn how to promote teacher growth through the development of targeted professional growth plans.

Additionally, Silver Strong & Associates offers a host of training and coaching services to help schools implement a successful teacher evaluation process, including **foundation training**, on-site **coaching**, and the development of **teacher-leadership cadres**. For a description of these services, please visit: ThoughtfulClassroom.com/TEServices



Our Partners

In order to fully automate the teacher evaluation process, improve data management, and target professional development to teachers' needs, Silver Strong & Associates is proud to announce two key partners in teacher evaluation:



K-12 Evaluation Solutions has designed a web-based evaluation system that captures the look, feel, and ease-of-use of the Framework. With K-12 Evaluation Solutions, the entire Framework is automated, from teacher self-assessment, to observations, to teacher professional growth plans. All data is stored and managed, enabling administrators to build comprehensive summative evaluations of every teacher and incorporate student assessment data. (Zimco.net)



School Improvement Network has integrated PD360—the largest PD library in the country—with the Framework. This powerful professional development package includes full PD 360 access for all teachers and administrators. Videos cover all major educational topics and are fully searchable by grade level and content area. Also includes a starter library of PD videos aligned specifically to the dimensions in the Framework. (PD360.com)

How to Develop a Comprehensive Evaluation Using Multiple Measures

The best and most reliable evaluations of teacher effectiveness are based on multiple measures. Based on your school's or district's plan, decide how much each measure will be weighted by assigning it a percentage value. (Note: Total weighting should equal 100%.)

I. Instructional Practice (Dimensions 1-9)	x % =
II. Professional Practice (Dimension 10)	x % =
III. Student Performance Data	
A. Standardized Test Data	x % =
B. Local Assessments	x % =
C. Other	x % =
IV. Student Feedback/Surveys	x % =
V. Other Measure	x % =
TOTAL	100% =

Based on your district or state guidelines, use the information from the comprehensive evaluation to determine the teacher's overall level of effectiveness. If your district or state has not yet defined specific levels of effectiveness, you can use an adapted version of the Framework rubric. See inside panel for full rubric.

(1) Novice (2) Developing (3) Proficient (4) Expert

References

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Attachment IV: Mentor Application

AKRON CENTRAL SCHOOL

MENTOR APPLICATION

School Year _____

Name _____

Building _____

Home Phone _____

School Phone _____

Teaching Assignment at Akron Central School _____

Total years in education: _____

Years at ACS: _____

Degrees and Majors: _____

Are you interested in the mentor coordinator position? _____

Specialized Training: _____

District and/or Building committee participation/AFA involvement:

(List committees wherein you have chaired or participated on and length of time served.)

References: (List two Akron Central School educators who will attest to your professional expertise.)

Attachment V: Mentor Log

MENTOR LOG SHEET

School Year _____

<u>Date</u>	<u>Time</u>	<u>Activity</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

To be turned in to the Mentor Coordinator at the end of the year.

Attachment VI: Mentor Evaluation Form

MENTOR PROGRAM EVALUATION

Submitted by _____

To be completed at the end of mentoring term by each mentor and mentee. Please return to the mentor coordinator.

Program Strengths:

Areas in need of improvement:

Suggestions for improvement:

Other Comments:

Attachment VII: Superintendent Verification of Mentored Experience

Superintendent Verification of Mentored Experience			
Instructions			
This form is only to be used for candidates who are submitting an application for a PROFESSIONAL teaching certificate. It is to be completed by the superintendent of schools or, if the mentored experience was completed while the candidate was employed by a non-public school, the principal or person in equivalent position with the school. The candidate named below is seeking Professional certification. Candidates for Professional certification are required, in accordance with Part 80-3.4 of Commissioner's Regulations, to complete a mentored teaching experience in their first year of teaching with a New York State Initial classroom teaching certificate. Please complete the shaded areas verifying that the candidate received a mentored experience in his/her first year teaching while employed by the district/BOCES/nonpublic school or was exempted from this requirement.			
First Name _____	Last Name _____	Middle Initial _____	
Street Address _____	City _____	State _____	Zip Code _____
Maiden Name (if applicable) _____	Date of Birth _____	Social Security Number _____	
Certificate Title Employed Under _____			
Mentored Teaching Experience (Check and Complete one of the shaded boxes only and the Attestation)			
☐ The candidate named above served as a classroom teacher and received mentoring in fulfillment of teacher certification requirements (CR Part 80-3.4) for the Professional teaching certificate during the _____ school year. Such mentoring was in accordance with CR Part 100.2 (dd) (iv).			
☐ The candidate named above was determined to have met conditions for a waiver to the requirement for completion of the mentored experience in accordance with CR Part 80-3.4. The candidate had at least 2 years of teaching experience at _____ school/school district prior to being employed in this school district under an Initial certificate.			
Attestation of Chief School Officer			
I confirm that the above information is correct and documentation to support this information is retained at the district for examination by the Commissioner of Education or his/her representative.			
Signature of Superintendent/Nonpublic Chief School Officer _____			Date _____
Print Name _____			
Superintendent's/Nonpublic Chief School Officer's Phone # _____			
Superintendent's/Nonpublic Chief School Officer's E-mail _____			
District/Nonpublic School Name _____			
District/Nonpublic School Address _____			
Agency/Nonpublic School Code (if applicable) _____			
Superintendent Verification of Mentored Experience, January 2007			

Attachment VII: Professional Development Providers

- Erie I BOCES
- GNC
- ClearTouch
- Kagan
- Orton-Gillingham
- Science of Reading Providers (Reed Charitable Foundation, private literacy consultants, etc.)
- Amplify Science
- eDoctrina

Attachment IX: Instructional Coaching Application

2026-2027 ACS Coaching Application

Name:	
Certification Area(s):	Grades/Subjects Taught or Positions Held:
Years of Experience:	Applying for:

How is the work of the position(s) you selected above personal and important to you?
What strengths, experience or knowledge might you bring to this role?
Describe how you see yourself in this role if chosen for this position.
Anything else you would like to add?