

Wyoming Central School District



Professional Learning Plan

2026-2027

Recommended by the PLC committee: June 9, 2026
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This plan was reviewed and updated on **July 17rd, 2026** by the Professional Learning Committee and approved by the Board of Education on ***

District Mission:

The mission of the Wyoming Central School District, in partnership with the community, is to enable each student to reach their highest potential, instilling in each a commitment to lifelong learning, and thereby empowering each to achieve personal fulfillment in a Global Community.

District Vision/Goals:

Wyoming Central School is committed to providing high-quality, evidence-based instruction and support to all students. As an inclusive school community, we place students at the center of everything we do. They are the foundation upon which we build layers of support and professional learning. Through ongoing reflection, responsive practices, and intentional instruction, we strive to ensure every student reaches their full potential.

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

- Successful professional learning is grounded in a continuous improvement process and reinforced through coaching, collaborative learning communities (e.g., grade-level and content-area teams), and equitable access for all faculty.
- Professional development is most effective when it is student-centered and ongoing.
- High-impact classroom practices should be the primary focus of all professional learning opportunities.
- Online learning resources that are accessible to all faculty can enhance professional growth and support collective knowledge building.

District Strategic Plan:

- Improve college and career readiness
- Improve communication
- Improve professional learning
- Improve physical, social, and mental health
- Improve use of technology

PROFESSIONAL LEARNING

Purpose of the Professional Learning Plan

The purpose of the Wyoming Central School District Professional Learning Plan (PLP) is to improve student learning outcomes by ensuring that all educators—teachers, long-term substitutes, staff, and administrators—engage in high-quality, sustained, and data-informed professional learning. The PLP aligns with the Wyoming CSD mission and vision, as well as the New York State Education Department's regulations (CR 100.2(dd)) and the NYS Standards for High Quality Professional Development.

This plan outlines the structures and processes for planning, facilitating, and evaluating professional learning experiences that:

- Promote instructional excellence
- Support equitable and inclusive practices
- Meet the diverse needs of students
- Fulfill the requirements for Continuing Teacher and Leader Education (CTLE) for professional certificate holders

Through this plan, Wyoming CSD aims to build a culture of continuous growth where professional learning is directly connected to classroom practice, student achievement, and educator development.

Annual Goals:

The Wyoming Central School District's Professional Learning Plan is designed to provide quality opportunities for teachers and Level III certified teaching assistants to complete their required professional development and learning that supports their professional growth and appeals to their professional interests while also improving student achievement through increasing instructional capacity. Such opportunities will be designed based on student data, professional learning data, and sound educational research in order to support District goals.

Several avenues exist for these opportunities such as but not limited to:

District	Department	Individual
• District professional development sessions (as per WTA contract) • In-district workshops • Teaching district PD sessions • Curriculum Development • Mentoring • New Teacher Orientation • District level committees • <i>Other opportunities as appropriate</i>	• Grade level and department meetings • Team planning • Interdisciplinary planning • "Released time" in-school programs • Collaborative planning • Professional Learning Communities • Classroom walkthroughs • <i>Other opportunities as appropriate</i>	• Higher education coursework • Peer observations • Visitations to other schools • Regional, state, or national conferences, workshops, and trainings • BOCES workshops and presentations • Educational conferences • Reflection on practice • Peer coaching • <i>Other opportunities as appropriate</i>

Professional Learning Standards

Wyoming Central School District is committed to high-quality professional development that embodies the National Staff Development Council's standards, including that it:

- Is substantial and continuous
- Leads to growth in teacher effectiveness and increased student achievement
- Encourages reflective practice among educators
- Provides opportunities for collaboration and team building
- Is delivered flexibly to meet the needs of individual teachers or teams
- Is data-driven and relevant to the needs of both teachers and students

In addition to these national standards, the district aligns its professional learning initiatives with the [New York State Professional Development Standards](#), which emphasize:

1. **Designing Professional Learning:** Rooted in data and adult learning principles, tailored to educator needs and best practices in job-embedded learning.
2. **Content Knowledge and Quality Teaching:** Expanding educators' content expertise and instructional skills to support student growth.
3. **Research-based Professional Learning:** Grounded in current research and opportunities to apply and engage with educational studies.
4. **Collaboration:** Fostering respectful, trusting environments for educator collaboration.
5. **Diverse Learning:** Equipping educators to address the varied learning needs of all students.
6. **Student Learning Environments:** Promoting safe, supportive, equitable classrooms.
7. **Parent, Family, and Community Engagement:** Building skills to engage families and community partners as active contributors to education.
8. **Data-driven Professional Practice:** Using disaggregated student data to identify learning needs, monitor progress, and support ongoing growth.
9. **Technology:** Enhancing technological literacy and effective use of relevant tools.
10. **Evaluation:** Employing multiple data sources to assess the impact of professional learning on teaching and student outcomes.

Professional Learning Plan Review Process

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

- Annual PD survey provided to professional staff
- Post session surveys provided to participants
- Quarterly PL team meetings to evaluate future PD offerings

The following student achievement data and teacher input will be used to identify student learning needs and plan for professional development:

- Regents' Passing Rate on the following exams
 - Algebra
 - Biology
- Grade 3-8 ELA and Math Assessments
- iReady Diagnostic Screener in ELA and Math
- Common Grade Level/Subject Assessments (Benchmark Assessments)
- Observation Data
- Technology Surveys
- Implementation Plans

This data will serve as a key reference point for reflection. The District's Professional Development Team will collaborate with faculty and administration to analyze data from multiple sources, identify common themes and patterns, and use these insights to inform and guide future professional learning opportunities.

Methods of Administration and Annual Time Devoted to Professional Development

All teachers have access to a range of professional development opportunities, including but not limited to coaching, conferences, workshops, summer curriculum projects, and faculty, department, or grade-level meetings. Each year, all teachers participate in four Superintendent Conference Days. Three of these days are collaboratively planned by the Wyoming Teachers Association and the District's Professional Learning Team. Faculty meetings throughout the year are intentionally used to build upon the work initiated during conference days, providing continued opportunities for learning, reflection, peer collaboration, and the development of strategies for instructional implementation.

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

Additional professional development may be provided by the following:

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

- External Providers:
 - Genesee Valley Educational Partnership (BOCES) regional workshops
 - Western New York Regional Information Center (WNYRIC)
 - Genesee Region Teacher Center
 - New York Department of Education
 - Institutions of Higher Education
 - Content Specific Organizations such as:
 - Curriculum Associates
 - McGraw-Hill
 - Heggerty
- Other [NYS approved CTLE providers](#)

All professional development hours are documented by the teacher and/or administrator.

Wyoming Central School District will maintain attendance records and hours documentation for professional development provided at Wyoming Central School.

CR Part 154 Professional Development Waiver

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

Each year, Wyoming Central School will use BEDs data to determine if the student population has fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district’s total student population. The Professional Development Waiver online form will be completed. This waiver does not exempt Wyoming from providing professional development sufficient to meet the needs of its ELLs. It exempts teachers from the minimum number of professional development hours required by CR Part 154.

Continuing Teacher and Leader Education:

All staff that hold a professional certificate (see table below) have the responsibility to maintain records of their professional learning activities and hours by using the recommended [Completion of Approved CTLE Hours\(s\) Certificate Form](#) . CTLE certificate holders are required to maintain records of their own CTLE hours for eight (8) years - the five (5) year registration cycle plus three (3) additional years.

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

	Registration Requirement	CTLE Requirement	Hours Required Every 5 Years
Permanent classroom teachers or educational leaders	None	None	None
Professional classroom teachers/educational leaders	Every 5 Years	Yes	100
Teaching Assistant Level III	Every 5 Years	Yes	100
Teaching Assistant with a continuous certificate	Continuous if employed	None	None

Embedded Professional Learning

At Wyoming Central School District, we recognize that the most effective professional development is sustained, job-embedded, and collaborative. We design our professional learning structures to support teacher growth in direct alignment with classroom practice and student needs.

Grade-Level Collaboration Days

Teachers engage in structured, grade-level collaboration at key intervals throughout the year. These sessions are guided by protocols such as looking at student work, unpacking NYS Learning Standards, and revising curriculum maps based on common formative assessments. Teams are supported by instructional leaders and are expected to leave with actionable plans tied to student needs.

Data-Driven Instruction (DDI) Cycles

Wyoming Central School District facilitates ongoing Data-Driven Instruction (DDI) cycles through scheduled “Data Days” and collaborative team planning sessions. During these sessions, teachers analyze both local and state assessment data to identify trends and inform instructional decision-making. Each DDI cycle includes the following components:

- Data analysis and discussion
- Strategy selection and instructional planning
- Targeted small-group instruction
- Ongoing reflection and instructional adjustments

These cycles are embedded into the school calendar and are supported by building leaders and the curriculum coordinator to ensure alignment with district goals and student needs.

Mentoring and Peer Coaching

All first-year teachers are paired with trained mentors as outlined in the district’s Mentor Program Plan. Mentors and mentees meet regularly, conduct classroom walkthroughs, co-plan lessons, and engage in reflective dialogue using district protocols. In addition, experienced teachers may participate in peer coaching partnerships, focusing on targeted instructional improvement. These relationships foster a culture of trust, inquiry, and growth.

Sustained Collaboration

Embedded PD does not happen in isolation. Each professional learning experience includes built-in time for reflection, follow-up, and continued application in practice. Teams are expected to document and revisit their work, contributing to a living system of instructional improvement.

Action Plans for Professional Learning Objectives:

Objective 1: Improve the consistency and effectiveness of Tier 1 core instruction in K–8 classrooms through professional learning, coaching, and data-driven support.			
Standards: Danielson: 1a, 1e, 1f, 2b, 2e, 3a, 3c, 3d, 4a, 4e, 4d; NYSPDS: 1, 2, 3, 4, 5, 8, 9			
Action Plan Professional Development Activities: By June 2027, Wyoming Central School will strengthen Tier 1 instructional practices by providing ongoing professional development and coaching focused on high-impact, evidence-based strategies. All K–8 teachers will participate in at least four structured learning opportunities (e.g., workshops, coaching cycles, PLCs) aimed at improving core instruction in literacy and math. Activities include: Teachers will implement at least two new Tier 1 strategies in their classrooms, documented through lesson plans or observation notes. Student achievement data, common formative assessments, and DDI cycles will be used to monitor effectiveness and adjust instruction.			
Evidence of Success	Providers of PL	Timeline	Hours Awarded To
Success will be measured by improved student outcomes and increased consistency in Tier 1 instructional delivery across classrooms.	- Genesee Valley BOCES - Wayne Finger Lakes BOCES - Superintendent - Director of Student Support Services - School Psychologist	Ongoing work on this professional learning goal for the duration of the plan (2027).	Initial, Provisional, Professional, Permanent and Level III Teaching Assistants in accordance with CTLE regulations.

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

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

Action Plan**Professional Development Activities:**

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

Activities include:

Analysis of current RTI strategies

Acquire Fountas and Pinnell's Leveled Literacy Intervention (LLI) toolkits and training

Acquire Heinemann's Do the Math intervention program and training

Adoption of educational technology tools for literacy and math

Learning to use data in McGraw Hill Wonders and Reveal Math to improve instruction

Learning to use the data in iReady improve differentiated instruction

Acquiring new techniques for teaching Tier 1 and Tier 2 across grade levels

Create RTI processes to improve identification, monitoring, and remediation

A list of clearly defined unacceptable behaviors and how they will be handled by staff

A process for consistent collecting and reporting of behavior offenses

Evidence of Success	Providers of PL	Timeline	Hours Awarded To
• Meeting agendas and notes • Classroom observations and walkthroughs of instructional practice and feedback • Student Data ◦ iReady Diagnostics ◦ Heggerty Diagnostics ◦ State Assessments ◦ Formative & Summative Assessments ◦ Discipline Referrals • Student work samples • Teacher feedback	• Genesee Valley BOCES • Wayne Finger Lakes BOCES • Superintendent • Director of Student Services • PLC members • Third party vendors (McGraw Hill, Curriculum Associates, Heggerty)	Ongoing professional learning will continue on Superintendent Conference Days	Initial, Provisional, Professional, Permanent and Level III Teaching Assistants in accordance with CTLE regulations.

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

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

Wyoming Central School is committed to supporting the academic, social, and emotional well-being of all students. To strengthen this commitment:

- The district hired a full-time School Psychologist in the 2020–2021 school year.
- Counseling services will continue to expand to provide increased access to mental health supports.
- The district recognizes the importance of Social Emotional Learning (SEL) and is actively working to embed SEL practices throughout the curriculum and across grade levels.
- Ongoing professional development will support staff in implementing SEL strategies and trauma-informed practices.

Through the use of a Multi-Tiered System of Supports (MTSS), the district is building a responsive and inclusive framework that ensures all students receive the appropriate level of academic and social-emotional support. This system will guide professional learning priorities and drive instructional decision-making based on data and student needs.

Activities include:

Expanding counseling services to after school

Care Solis: A case management program to connect students to providers

Implementing the use of the POEMS Counselor in grades K-5

The use of Partners for Prevention in grades 6-8

Ensure that every student has at least one adult in the building that the student trusts Adoption of tools that help students develop SEL skills

Evidence of Success	Providers of PL	Timeline	Hours Awarded To
• Student data (discipline, attendance, RTI referrals, student grades) • Student feedback • Teacher feedback	• Genesee Valley BOCES • Wayne Finger Lakes BOCES • Superintendent • Director of Student Services • School Psychologist	Expanded counseling hours by 2027	Initial, Provisional, Professional, Permanent and Level III Teaching Assistants in accordance with CTLE regulations.

Objective 4: Use key data points to review and revise the curriculum map, ensuring vertical alignment of lessons, skills, and assessments across grade levels.

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

Action Plan

Professional Development Activities:

By June 2027, grade-level and content-area teams at Wyoming Central School will collaborate to review and revise curriculum maps in alignment with the New York State Next Generation Standards, using key student data points (local and state assessments, DDI cycles, and classroom performance). The goal is to ensure vertical and horizontal alignment of lessons, skills, and assessments across grades K–8, with a focus on coherence, skill progression, and instructional impact.

Activities include:

The Superintendent, alongside the curriculum coordinator, building leaders, and faculty, will lead collaborative curriculum map reviews.

Faculty will participate in regular planning sessions to analyze data, align instruction, and ensure horizontal and vertical coherence.

At least two vertical alignment meetings per content area will be held annually with structured agendas.

Curriculum maps will be revised to include priority standards, aligned assessments, and clear skill progressions.

Progress will be reviewed mid-year and end-of-year, with adjustments based on student data and team feedback.

The district will conduct grade-level data reviews to inform instruction.

Ongoing PD will focus on building capacity and aligning instruction to the NYS Next Generation Learning Standards.

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

Evaluation of the Professional Learning Plan

The purpose of evaluating professional learning opportunities is to gather evidence that links these initiatives to measurable student progress. The plan's goals and objectives focus on promoting increased student achievement. To monitor the quality and effectiveness of each objective, the district will use surveys, needs assessments, and student data. This information will guide the planning of future professional learning offerings.

An annual review will be conducted by the Professional Learning Committee to examine evaluation data and recommend any necessary changes to the plan. These recommendations will be submitted to the Board of Education for review and approval.

Wyoming Central School District's Professional Learning Evaluation Form is available digitally via Google Forms and will be shared at the conclusion of every professional development session.

Wyoming Central School Professional Learning/Development Evaluation Form

Title of Conference/Meeting/Training: _____ Date: _____

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

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

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

Please comment below:

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

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

3. Do you have further recommendations for professional learning?



MENTORING PLAN

Wyoming Central School is committed to ensuring the success of new teachers in the district. With guidance provisions of Section 100.2(dd) of the Commissioner's Regulations and developed consistent with Article XIV of the Civil Service Law, new teachers at Wyoming Central complete a mentored experience in their first year of teaching. We believe that the process of mentoring should include, but not limited to:

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

Formal Mentoring Procedures and Guidelines

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

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

Informal Mentoring Procedures and Guidelines

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

Role and Expectations of the New Teacher

Newly hired teachers new to the Wyoming Central School District will be mentored. Additionally, staff making significant changes in level or subject area will receive mentoring, if needed. It is expected that the teacher receive in mentoring will:

- Be Open to suggestions and feedback.
- Develop both short and long-term goals with the mentor.
- Be willing to ask questions and seek help when needed. Keep a log of Mentor / mentee contacts including questions, suggestions, and results of lessons (open-ended written communication).
- Record mentor support and assistance received and provided the same to the program coordinator.
- Self-evaluate agreed-upon lessons and share reflections with mentors.
- Be willing to ask for help early-on (before a small problem becomes a big problem).
- Implement suggestions made by the mentor.
- Participate in suggested training.
- Maintain confidentiality of both written and spoken communications.

Role and Expectations of Mentor

The mentor shall provide assistance and guidance to the new teacher. And no way should his / her job be considered that of an evaluator. He is to be maintained between the mentor and the new teacher at all times. Both parties must agree to call in a third-party if deemed necessary. The new teacher will be able to request a new Mentor through the mentoring coordinator. The job of the mentor may include, but it not limited to the following:

- Share information with the new are related to school and District procedures, guidelines, policies and expectations (to include responsibility sheets, observation tips, parent meeting information, Wyoming Teachers Association, volunteer information, and school involvement with community activities.
- Link the new teacher to the appropriate resources including, but not limited to: material resources, community agencies, Etc.
- Familiarize the new teacher with both the community and its resources.

- Share teaching strategies and information about the instructional process (Curriculum maps, resources for linking instruction to the standards, Etc).
- Offer support through listening and sharing. Assist the new teacher in arranging, organizing and analyzing the setting of the classroom.
- Be able to offer support and to counsel the new teacher when day-to-day frustrations arise.
- Get guidance related to discipline, scheduling, planning and organizing.
- Allow the new teacher to observe the mentor and discuss lessons, instruction, strategies.
- Observe the new teacher teaching lessons by collecting data during the observation and sharing and discussing it with a new teacher for non-evaluative purposes.
- Participate in approved training workshops/conferences with the new teacher.
- Promote and encourage the new teacher to self-observe and analyze their instruction, strategies, etc.
- Assist the new teacher in setting both short and long-term goals.
- Commit to working with the new teacher until tenure is achieved.
 - The first year being formal, the second-year informal and the third year a monitor basis.
- Meet with and record mentoring activities as stated in guidelines.
- Maintain confidentiality, not an evaluator.

Roles and Expectations of the Mentoring Coordinator

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

- Solicit mentor applications.
- Mentors will be selected by the mentor selection committee.
 - However the building administrator will have the right to reject applicants who do not meet the criteria.
- Providing a range for training for mentors.
- Act in the capacity of liaison between mentors, new teachers and administration.
- Act in the capacity of a facilitator and Problem Solver.
- Maintain confidentiality.
- Receive request for release time for mentors and new teachers.
- Facilitate the establishment of schedules for substitutes for mentor and new teacher meetings (if needed).
- Present a year-end report to the Board of Education.

Becoming a Mentor: Procedures and Guidelines

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

Confidentiality: Procedures and Guidelines

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

Appendix A:

Wyoming Central School Mentor Application

School Year: _____

Name: _____

Current Position: _____

Years of Teaching Experience: _____

Years at Wyoming Central School: _____

NYS Certification(s): _____

Qualifications

- ☐ Hold a valid NYS Professional or Permanent Certificate
- ☐ Minimum of three successful years of teaching experience
- ☐ Demonstrate strong instructional practice
- ☐ Collaborate effectively with colleagues
- ☐ Maintain confidentiality
- ☐ Model professionalism and ethical conduct
- ☐ Demonstrate a commitment to continuous professional learning
- ☐ Willing to participate in mentor training

Why would you like to serve as a mentor?

Strengths You Would Bring

Appendix A:

Wyoming Central School Mentor Application

Previous Leadership Experience

- ☐ Mentor Teacher
- ☐ Cooperating Teacher
- ☐ Department Chair
- ☐ PLC Facilitator
- ☐ Curriculum Committee
- ☐ Instructional Coach
- ☐ New Teacher Orientation
- ☐ Other: _____

Mentor Commitment

- ☐ Attend mentor training.
- ☐ Meet regularly with assigned mentee.
- ☐ Maintain confidentiality.
- ☐ Provide guidance without serving as an evaluator.
- ☐ Complete required mentoring documentation.
- ☐ Model Wyoming Central School expectations.

Applicant Signature _____ Date _____

Administrator Approval _____ Date _____

Appendix B:

Wyoming Central School Mentor Agreement

As a Mentor, I agree to support my assigned mentee through coaching, collaboration, encouragement, and professional guidance.

Professional Relationships

- Build a trusting, respectful relationship.
- Encourage reflective practice.
- Celebrate successes.
- Provide encouragement during challenges.

Instructional Support

- Assist with lesson planning.
- Support curriculum implementation.
- Model effective instructional strategies.
- Conduct observations when appropriate.

Professional Growth

- Help establish professional goals.
- Support district initiatives.
- Encourage participation in outside professional development.

Communication

- Meet regularly with my mentee.
- Maintain open and honest communication.

Confidentiality

- Maintain confidentiality except where disclosure is required by law or district policy.

Documentation

- Complete meeting logs, observation forms, reflections, and required end-of-year documentation.

Mentor Signature _____ Date _____

Administrator Signature _____ Date _____

Appendix C:

Wyoming Central School Mentee Agreement

Welcome to Wyoming Central School District! This agreement outlines the expectations of participation in the district mentoring program.

Professional Growth

- Be open to feedback.
- Ask questions.
- Reflect on professional practice.
- Set professional goals.

Collaboration

- Meet regularly with your mentor.
- Participate in observations.
- Communicate openly and professionally.

The Wyoming Way

- Demonstrate professionalism.
- Build positive relationships.
- Support all students.
- Commit to continuous learning.

Understanding the Mentor Role

- My mentor is a coach, guide, resource, and sounding board—not my evaluator.

Commitment

I agree to actively participate in the Wyoming Central School District Mentoring Program.

Mentee Signature _____ Date _____

Mentor Signature _____ Date _____

Administrator Signature _____ Date _____

Appendix D:

Wyoming Central School First 30-Day Checklist

New Teacher: _____

Mentor: _____

Position/Grade: _____

School Year: _____

Start Date: _____

Purpose

This checklist is intended to guide the mentor and new educator through the first thirty days of employment by ensuring a smooth transition into the Wyoming Central School District, building positive relationships, and establishing the foundations for successful teaching and learning.

Before the First Student Day

Complete	Task	Comments
☐	Welcome and introductions to faculty and staff	
☐	Building tour and classroom access	
☐	Review district mission, vision, and Wyoming Way expectations	
☐	Technology setup (email, accounts, devices, copier, phone)	
☐	Review emergency procedures and safety plans	
☐	Review daily schedule and calendar	
☐	Review arrival, dismissal, attendance, and supervision procedures	

Appendix D:

Wyoming Central School First 30-Day Checklist

Week 1

Complete	Task	Comments
☐	Review classroom expectations and routines	
☐	Locate curriculum materials and pacing guides	
☐	Review lesson planning expectations	
☐	Discuss classroom management strategies	
☐	Review parent communication expectations	
☐	Introduce mentor meeting schedule	
☐	Answer immediate questions and provide support	

Week 2

Complete	Task	Comments
☐	Conduct first informal classroom walkthrough	
☐	Review student engagement strategies	
☐	Discuss differentiation and MTSS supports	
☐	Review grading and assessment procedures	

Appendix D:

Wyoming Central School First 30-Day Checklist

Week 3

Complete	Task	Comments
☐	Co-plan an upcoming lesson	
☐	Reflect on classroom successes and challenges	
☐	Review available instructional resources	
☐	Discuss work-life balance and wellness	

Week 4

Complete	Task	Comments
☐	Complete 30-Day Reflection Below	
☐	Review progress toward initial goals	
☐	Identify strengths and next steps	
☐	Schedule next month's mentoring meetings	

30-Day Reflection

Greatest Success:

Biggest Challenge:

Support Needed Moving Forward:

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

Appendix E:

Wyoming Central School Mentor/Mentee Monthly Meeting Logs

School Year: _____

Mentor: _____

Mentee: _____

Meeting Date: _____

Location: _____

Topics Discussed (Check all that apply):

☐	Classroom Management
☐	Lesson Planning
☐	Curriculum
☐	Assessment & Grading
☐	Student Data
☐	MTSS / Intervention
☐	Technology
☐	Parent Communication
☐	Professional Responsibilities
☐	District Procedures
☐	Wellness / Work-Life Balance
☐	Other:

Discussion Notes

Action Steps Before Next Meeting

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

Appendix F:

Wyoming Central School Classroom Observation / Reflection Form (For Mentor)

Teacher Observed: _____

Mentor: _____

Grade/Subject: _____

Observation Date: _____

Length of Observation: _____

Lesson Objective: _____

Look Fors:

Observed	Look-For	Evidence/Notes
☐	Learning Target Clearly Communicated	
☐	Student Engagement	
☐	Questioning Techniques	
☐	Checks for Understanding	
☐	Differentiation	
☐	Classroom Management	
☐	Student Collaboration	
☐	Use of Data	
☐	Technology Integration	
☐	Positive Learning Environment	

Celebrations / Strengths:

Appendix F:

Wyoming Central School Classroom Observation / Reflection Form (For Mentee)

Reflective Questions

What do you feel was most successful during the lesson?

What would you do differently if you taught this lesson again?

What questions do you have for your mentor?

Next Steps / Professional Growth

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

Appendix G:

Wyoming Central School Mid-Year Progress Review

Mentee: _____

Mentor: _____

Position: _____

Review Date: _____

Progress Toward Professional Growth:

Area	Progress	Evidence	Next Steps
Classroom Management			
Planning & Instruction			
Assessment			
Student Engagement			
Professional Responsibilities			
Communication			
District Procedures			

Reflection

Greatest accomplishments:

Current challenges:

Support requested for second semester:

Goals for remainder of year:

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

Appendix H:

Wyoming Central School End-Of-Year Reflection

Mentee: _____

Mentor: _____

School Year: _____

Major Successes

Professional Growth

Most Valuable Mentoring Experiences

Goals for Next Year

Additional Comments

Program Reflection

How did mentoring impact you this year?

What improvements would you suggest?

Mentor Signature _____ Date _____

Mentee Signature _____ Date _____

Appendix I:

Wyoming Central School Mentor Program Evaluation

Role: ☐ Mentor ☐ Mentee

School Year: _____

Rate the Following (1=Strongly Disagree, 5=Strongly Agree)

Statement	1	2	3	4	5
My mentor/mentee relationship was positive.					
The program helped improve instructional practice.					
I felt supported throughout the year.					
Meetings were meaningful and productive.					
The mentoring resources were helpful.					
I would recommend this program to future participants.					

Open-Ended Feedback

Most valuable aspect of the program:

Suggestions for improvement:

Additional comments:

Appendix J:

Wyoming Central School District Suggested Topics for Monthly Meetings (Not Mandatory to Complete)

Beginning of the School Year (August–September)

Complete	Activity	Comments
☐	Review previous year's goals and reflections	
☐	Establish new professional growth goals	
☐	Review classroom and instructional priorities	
☐	Discuss curriculum updates, district initiatives, or procedural changes	
☐	Develop a mentoring meeting schedule	
☐	Identify an instructional focus for the year	

Fall Coaching Cycle (October–November)

Complete	Activity	Comments
☐	Conduct classroom observation	
☐	Reflect on instructional practice	
☐	Review student engagement strategies	
☐	Analyze student data with mentor	
☐	Discuss differentiation and intervention strategies	
☐	Reflect on classroom management practices	

Appendix J:

Wyoming Central School District Suggested Topics for Monthly Meetings (Not Mandatory to Complete)

Winter Professional Growth (December–January)

Complete	Activity	Comments
☐	Review progress toward professional goals	
☐	Examine student assessment data	
☐	Collaboratively problem solve instructional challenges	
☐	Observe another teacher or instructional setting	
☐	Identify an area for instructional innovation	

Spring Growth Cycle (February–April)

Complete	Activity	Comments
☐	Complete second classroom observation	
☐	Reflect on student growth	
☐	Review family communication practices	
☐	Discuss PLC/Data Team collaboration	
☐	Explore leadership opportunities	

End-of-Year Reflection (May–June)

Complete	Activity	Comments
☐	Reflect on annual professional goals	
☐	Celebrate accomplishments	
☐	Identify goals for the following school year	
☐	Complete mentoring reflection	
☐	Evaluate mentoring relationship	

Appendix K:

Wyoming Central School District Mentor Program Completion Verification (Office Use Only)

Mentee: _____

Mentor: _____

School Year: _____

Verification

- ☐ Required mentor/mentee meetings completed.
- ☐ Classroom observations completed.
- ☐ Reflection activities completed.
- ☐ Professional goals reviewed.
- ☐ Required documentation submitted.
- ☐ Program requirements satisfied.

Administrator Certification

I certify that the above participant has successfully completed the Wyoming Central School District Mentoring Program.

Administrator _____ Date _____

Superintendent _____ Date _____

Appendix L:

Wyoming Central School District NYSED Mentoring Program Recordkeeping Summary (Office Use Only)

School Year: _____

Program Coordinator: _____

Building: _____

Purpose

This form serves as the district's annual recordkeeping summary for the Wyoming Central School District Mentoring Program. It documents completion of required mentoring activities and supports compliance with New York State mentoring program expectations.

Participant Information

Mentee	Mentor	Assignment Date	Completion Date	Status

Appendix L:

Wyoming Central School District NYSED Mentoring Program Recordkeeping Summary (Office Use Only)

Required Documentation Checklist

Completed	Document	Comments/Location
☐	Mentor Application	
☐	Mentor Agreement	
☐	Mentee Agreement	
☐	First 30 Days Checklist	
☐	Monthly Meeting Logs	
☐	Classroom Observation & Reflection Forms	
☐	Mid-Year Progress Review	
☐	End-of-Year Reflection	
☐	Mentor Completion Verification	
☐	Program Evaluation Survey	
☐	Mentor Training Documentation	
☐	Other Supporting Documentation	

Annual Program Summary

Number of mentors participating: _____

Number of mentees participating: _____

Number of mentoring meetings documented: _____

Recommendations for program improvement:

Certification

I certify that the mentoring records listed above have been reviewed and maintained in accordance with district procedures and New York State mentoring program requirements.

Mentoring Program Coordinator _____

Date _____

Superintendent _____

Date _____