

CALEDONIA-MUMFORD CENTRAL SCHOOL DISTRICT

PROFESSIONAL LEARNING PLAN 2026-2027



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Caledonia - Mumford PLP Plan Overview

Board of Education Approved: August 2026

The Caledonia-Mumford Professional Learning Plan (PLP) is designed to provide our staff with professional development opportunities that support professional growth as well as appeal to their professional interest while building instructional practice to increase student achievement. Such opportunities will be designed based on student data, professional development evaluation/reflection data, and research based practices that will support our district goals. The focus of the PLP will be a continuous and sustained process involving all district professionals and will consist of the following components:

- The Professional Learning Plan shall follow the guidelines as set forth by the New York State Commissioner of Education (Commissioner's Regulation Part 100.2(dd)).
- The PLP will be developed based on a “needs assessment and goals” generated through the collaboration of the Strategic Plan, 6-12 Curriculum Leaders/Department Leaders, the Elementary Grade Level Chairs, District Technology Committee and the administrative team.
- Individuals holding a professional teaching/administrative certificate must complete 100 hours of professional development every five years and holders of Level III Teaching Assistant certificate must complete 100 hours every 5 years in order to maintain certification.
- The PLP will be reviewed twice a year to identify adjustments/corrections based on evaluation/reflection data

The following individuals were active participants in providing input for this plan as part of the role of being a member of the Professional Learning Committee.

Committee Members

Ashley Cornwell (Elementary Teacher)

Chad Schalk (Sixth Grade English Language Arts Teacher / Mentor Coordinator)

Tessie Schoff (Eighth Grade English Language Arts Teacher)

Caitlin Kunichika (Middle School Special Education Teacher)

Elizabeth Barbour (Middle/High School Librarian)

Administrators

Dr. Rebekah Chenaille (Superintendent of Schools)

Michele Meyer (Elementary Principal)

Morgan Marcello (Middle/High School Principal)

Tim McArdle (Middle/High School Assistant Principal)

Megan Rogers (Director of Pupil Services)

Lindsey Peet (Director of Curriculum, Instruction, and Technology)

District Mission, Core Beliefs and Goals

MISSION STATEMENT: *The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.*

District Beliefs and Core Values

The School District will:

- Create a learning environment that reflects our society's high expectations.
- Create a school culture that has the emotional, intellectual and financial support of our community.
- Collaborate with the community to provide a safe, supportive and challenging educational environment.
- Foster students who are respectful, caring and eager to learn.
- Value transparent, frequent and candid communication.
- Provide instruction, equipment, facilities and materials so that students will become self-directed learners prepared for the experiences of the world.
- Expect that our faculty and staff will utilize ongoing professional development to ensure our students will receive the best instruction possible.
- Expect high levels of dedication to improvement and excellence from all students and persistence through challenging tasks.
- Expect appropriate, caring and healthy behavior from all members of the school community.
- Continually seek to innovate, implement and solve problems to provide the best educational experiences possible for our students.
- Communicate with the community at large so there is an understanding of the mission, vision, beliefs and values and the steps needed to monitor, adjust and achieve for all.
- Celebrate individual and group accomplishments with the highest level of pride.

Caledonia-Mumford Students will:

- Be independent, critical, and creative self-directed thinkers who are able to effectively communicate.
- Be innovators, implementers and collaborative problem solvers with the ability to produce and compete in an ever-changing world.
- Have multiple opportunities to explore and participate in meaningful co-curricular and extra-curricular activities.
- Understand and appreciate personal differences and diversity.

DISTRICT GOALS: *The Caledonia-Mumford Central School District, in collaboration with our community, takes pride in providing safe, comprehensive and rigorous educational experiences, in order for all students to graduate as ethical, responsible, lifelong learners, who are college and career ready.*

Academic Program and Student Achievement

- Developing a comprehensive strategic school improvement plan.
- Providing and supporting the implementation of the district Professional Learning Plan.
- Analyzing the effectiveness and engagement of the district's reading intervention program.
- Providing greater awareness of readiness skills connected to college, university and careers.

Demonstrate fiscal leadership

- Developing a strategic financial plan to ensure financial stability of the District.
- Supporting the development and implementation of a five-year facilities plan including future capital projects and ongoing maintenance.
- Providing the necessary resources to implement the District's Multi-Year Technology Plan Initiative.
- Exploring and enhancing shared services to provide meaningful programs and opportunities for students.

Develop and implement a plan for a safe and secure school environment

- Creating and sustaining a safe and positive learning environment that protects and respects the rights of all individuals.
- Investigating a comprehensive student wellness plan that will include the physical, emotional and social well-being of students.

The Board shall demonstrate its leadership role in representing our community.

- Strengthening communication with parents and community residents to increase understanding of instructional programs and school district activities and initiatives.
- Continuing harmonious working relationships with the village, town and county governments.
- Meeting with local legislators and advocates for public rural schools.

Professional Development: Definition

Professional development is an avenue to support staff in ultimately attaining high levels of student learning and achievement. Professional development can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, deepening understanding of standards and content, strengthening leadership, and visiting successful programs. Professional development experiences that utilize collegiality, collaboration, discovery, and problem solving enhance the individual strengths within a staff. The focus for professional development is the individual working with others to provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is results-driven, based on data analysis.

Professional Development: Mission

The overall mission for Professional Development at the Caledonia-Mumford Central School District shall be to incorporate, implement and foster concepts and practices from proven educational theories, perspectives and research that promote excellence in our schools and success for all learners. Our district's professional development intention also is to maximize our instructional coaching program by placing an emphasis on embedded professional growth opportunities. All opportunities will be aligned to the district's goals and focus areas.

Professional Development: Guidance

The New York State standards and attributes of effective professional development for achieving high quality professional development planning, design, delivery and assessment provide guidance in the development of this Professional Learning Plan. (Appendix A)

Professional Development: Objectives

1. Teachers will collaboratively develop and pilot at least one new instructional unit or performance task per content area that is directly aligned with the updated standards.
2. District professionals will promote and implement a learning environment that requires digital safety and facilitates the effective use of technology and development of future ready students.
3. District professionals will implement research based practices to improve attendance and behavior to meet the needs of the whole child, paying close attention to sub groups.
4. District professionals will use data driven instructional practices as a means to make purposeful decisions in the classroom that improve student academic, social, and emotional learning.

Professional Development: Guiding Assumptions

The following list represents the guiding assumptions of professional development which support and sustain the community of learners. These characteristics consider the learner(s), the challenge, the reward, and the impact of the program or process.

1. Experimentation and risk taking
2. Incorporation of available knowledge base
3. Designs built on principles of adult learning and change process
4. Collegiality and Collaboration
5. Time to work on staff development and assimilate new learning
6. Leadership and administrative commitment

Professional Development: Critical Attributes

- Job-specific
- Job-embedded
- High quality
- On-going
- Research-based
- Evaluated and assessed
- For all employees

Professional Learning Plan: Evaluation

The administrative team will review the PLP once a year with PLP committee members. Evaluation of the plan will include a review of:

- Progress for the indicators of success
- Workshop surveys
- Teacher feedback via department meetings/discussion

This is a living document therefore work will also be determined by strategic planning outcomes throughout the upcoming years. Adjustments or additions will be reflected at evaluation meetings.

Professional Development: Methods of Implementation/Delivery

Professional development opportunities will be provided throughout the school year and in various ways.

Superintendent Conference days will be utilized to provide high quality professional development to all teachers.

These days will serve to help build common capacity and language providing individuals the opportunity to engage with individuals across the district.

Faculty meetings throughout the year will be twice a month and utilized to continue the work of building and district level goals. The focus of these meetings will be determined by the building principal.

All meeting dates will be set and communicated at the start of each school year.

Additional avenues for these opportunities exist including, but not limited to:

District	Building	Individual
● District Professional Development Days ● Curriculum development ● Mentoring ● New Teacher Induction ● District level committees ● Teacher Center/GV BOCES ● PLC team meetings ● Book Club discussions ● Yearly training in: ○ DASA related workshops ○ Mandated Reporting ○ Right to Know ○ Sexual Harassment ○ Ed Law 2-d ○ Digital Safety & Security ● Other opportunities as appropriate	● Grade level, team, department meetings ● Faculty meetings ● Building committees ● State assessment training, e.g. ELA/Math/Science, new Regents exams ● Release time for training and planning for new course work ● Collaborative planning ● Collaborative learning groups ● Other opportunities as appropriate	In addition to the first two columns: ● Institutes of higher education academic coursework ● Observation of colleagues ● Visitation to other schools per CMTA contract ● Regional, state or national conferences ● Online learning ● Evaluating educational resources ● Peer mentoring/coaching ● Action research ● Self-directed collaborative learning groups ● Other opportunities as appropriate

Embedded Professional Development:

Research shows that job-embedded, sustained professional development for teachers can significantly improve student achievement. On-going collegial discussions will be utilized to provide teachers opportunities to deepen their understanding of new learning in their content area as well as new instructional practices.

Grade Level Collaboration Days UPK-5: Grade Level Collaboration days are used as a means to review assessment data, work on grade level goals, house discussions around implementation of the Revised NYS Learning Standards and make curriculum adjustments as a team.

Data Driven Instruction (DDI): Data Days serve as a mechanism to have discussions around data and develop action plans with teachers to target weak areas of student performance. These discussions serve in two ways, first as a professional development opportunity to utilize new strategies in whole group and small group instruction and second to identify individual students who may need targeted instruction. The use of data, especially as it relates to the consistent and constant improvement of our teaching and learning is essential to both our instructional growth, as well as, higher student achievement.

Mentoring Program: The Caledonia-Mumford School District believes that the education profession of teaching is a continuous developmental process of learning. In addition to the professional development opportunities afforded to all the staff of Caledonia-Mumford, the district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers in order to help prepare and retain quality staff according to the district's Mentor Program Plan (Appendix B).

Continuing Teacher and Leader Education (CTLE):

All staff that hold a professional certificate (see table 1.0) have the responsibility to maintain records of their professional development activities and hours by using the Recommended Individual Record Template (Appendix C). 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.

Table 1.0

NYS Certificate Registration and Continuing Teacher and Leader Education (CTLE) requirements

Who Do These Changes Affect?*

	Registration Requirement	CTLE Requirement	Hours required every 5 years
Permanent classroom teachers/educational leaders	✓	No	None
Professional classroom teachers/educational leaders	✓	✓	100
Teaching Assistant Level III	✓	✓	100
Teaching Assistant with a continuing certificate	No	No	None

* Requirements take effect July 1, 2016
Source: NYSUT Research and Educational Services, 6/3/16

Data Sources

- District Professional Learning Needs Assessment
- District Achievement Targets and Quarterly Tracking Data
- IXL Assessment Data
- IRLA Data
- Student and Staff Surveys
- NYS State Grades 3-8 Assessment Data
- Regents Assessment Data
- Curriculum Review

Student Achievement Needs

Caledonia-Mumford Central School strives to ensure that all students are the recipients of a viable and guaranteed curriculum that ensures college and career readiness. All students should graduate with the skills necessary to be contributing, active, involved members of society. Students with disabilities and students living in poverty are currently not as successful as the general population in achieving these goals. Through the implementation of RTI, data-driven decision making, and improving the number of students earning aspirational performance measures, the district strives to improve the achievement level of all students.

Assessment of Learning

Multiple measures will be utilized to assess professional development opportunities. One assessment tool will be a survey to determine the extent to which the session objectives were met.

District Resources Devoted to Professional Development

The following staff resources, external professional development providers, and other human/fiscal resources are available:

Internal Providers

- Director of Curriculum and Instruction
- Elementary and MS/HS Building Principals
- PPS Director
- Academic and Behavioral Interventionists
- Library Media Specialist
- K-8 Grade Level Leaders
- 9-12 Department Leaders
- New Teacher Mentors

External Providers

- WFL BOCES
- Monroe 2-Orleans BOCES
- GVEP BOCES
 - School Improvement Team:
 - Provides ongoing professional development sessions for whole staff and small groups that focus on standards, curriculum, instruction and assessment.
 - Grade Level and Department Specific Cohorts
 - TCI: Therapeutic Crisis Intervention Training for select staff members
 - TIG: Trauma, Illness and Grief Service
- University of Rochester Center for PD and Educational Reform
 - Partner with Michael Occhino to develop STEM courses with job embedded instructional coaching

- American Reading Company
 - In person customized learning sessions focused on the Science of Reading
- New York State Association for Computers and Technology in Education (NYSCATE)
- Genesee Region Teacher Center & Tri-County Teacher Resource Center
- Mid-West Regional Bilingual Resource Network (RBERN)
 - Creating an educational environment for English Language Learners (ELLs) which engages everyone in meaningful teaching and learning.
- International Society for Technology in Education (ISTE)
 - Building competencies for learning, teaching and leading in the digital age through ISTE U and ISTE Certification for Educators.
- ADL Meaningful Teaching and Learning (Angela DiMichele Lalor Consulting)
- Love Your Classroom, LLC (Lani Lawson)
- The Summit Center
 - David Meichenbaum, Ph.D.
 - Key considerations and strategies for fostering students' academic and behavioral success

Fiscal Resources

- Local, state, and federal grants
- BOCES CoSer 526
- Professional Development Budget allocation at the district level

Professional Development: Goals

The following goals were created as part of our Professional Learning Committee input, a district wide Needs Assessment and our district's Strategic Plan. Many of the goals are a continuation of work that we feel each teacher continues to grow throughout their careers. We are committed to providing the highest quality growth opportunities to support these goals in the upcoming years.

Goal 1: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in activities that ensure the alignment of curriculum to New York State Standards for English Language Arts, Mathematics, Social Studies, Science, LOTE, Physical Education, STEAM, and the Arts, as well as New York State's Portrait of a Graduate, in an effort to ensure a guaranteed and viable curriculum.

NYS PD Standards addressed:

Standard 1: Designing Professional Development

Standard 2: Content Knowledge and Quality Teaching

Standard 3: Research-based Professional Learning

Standard 4: Collaboration

Standard 10: Evaluation

Objective 1: Teachers will collaboratively develop and pilot at least one new instructional unit that includes a performance task and is directly aligned with the updated standards.

Action Plan

Inputs	Evidence	Responsibility	Timeline
Professional development sessions facilitated by the American Reading Company for all teachers in PreK-5 that focuses on the Science of Reading	Instructional shifts in the literacy block to include the seven literacy pillars (PA, Phonics, Vocabulary, Fluency, Comprehension, Oral Language, Writing) Classroom visits	Director of Curriculum, Instruction and Technology Building Principal PreK-5 Teachers	Fall 2026
Review and revise Curriculum Maps for Elementary ELA to ensure a focus on the Science of Reading	Curriculum maps, instructional resources, and local assessments	Director of Curriculum, Instruction and Technology Building Principal Elementary Teachers	By June 2027
Revise scope and sequence for Elementary STEAM course to	Updated scope and sequence for STEAM course (K-5)	Elementary STEAM Teacher	Winter 2027

align to CSDF and ISTE Standards	STEAM Vision Statement Units aligned to CSDF and ISTE Standards	Director of Curriculum, Instruction, and Technology Elementary Teacher Designees	
Review and revise Curriculum Maps for Middle and High School Courses to include attributes of a Portrait of a Graduate	Curriculum maps, instructional resources, and local assessments	Director of Curriculum, Instruction and Technology Building Principal M/HS Teachers	By June 2027
Review and revise the Middle and High School Course Guides to reflect the NYS Inspires Plan	Revised Middle and High School Course Guide that includes Portrait of a Graduate	MS/HS Principal MS and HS Counselor Director of Curriculum, Instruction and Technology	Winter 2027

Goal 2: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in activities that will maintain an understanding of future ready skills and effective use of technology integration.

NYS PD Standards addressed:

Standard 1: Designing Professional Development

Standard 2: Content Knowledge and Quality Teaching

Standard 4: Collaboration

Standard 7: Parent, Family and Community Engagement

Standard 9: Technology

Standard 10: Evaluation

Objective 2: District professionals will promote and implement a learning environment that requires digital safety and facilitates the effective use of technology and development of future ready students.

Action Plan

Input	Evidence	Responsibility	Timeline
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Professional Learning Sessions on use of AI	Faculty Meeting Agendas SCD Agendas Session Attendance	Director of Curriculum, Instruction, and Technology Building Principals PPS Director	Ongoing
Create Capstone Projects that align to the CS and DF Standards	Capstone Projects Curriculum maps, instructional resources, and assessments	Director of Curriculum, Instruction, and Technology District Technology Committee Teachers	Ongoing
Continued education on the importance of digital citizenship and cybersecurity	Communication Artifacts (newsletters, emails, posters, presentations, social media posts) KnowBe4 Data Classroom visits	Director of Curriculum, Instruction, and Technology Building Principals PreK-12 Faculty and Staff	Ongoing

Goal 3: Caledonia-Mumford Central Schools shall provide continuing opportunities to improve educational practice based on data analysis, current research for best pedagogical practices, training and mentoring to help all students achieve at high standards of learning and development.

NYS PD Standards addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 8: Data-driven Professional Practice
Standard 10: Evaluation

Objective 3: District professionals will implement research based practices to improve attendance and behavior to meet the needs of the whole child, paying close attention to sub groups.

Action Plan

Input	Evidence	Responsibility	Timeline
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Collaboratively refine, clearly define, and effectively communicate the Raider 5 behavioral expectations for elementary students and the Champion 5 behavioral expectations for middle and high school students to strengthen school culture, improve student behavior, and create a more consistent and supportive learning environment for ALL.	Raider 5 and Champion 5 posters, social media posts, family communication, and student celebrations Behavioral expectation matrix with “look fors” organized by Raider 5 and Champion 5 Embedded language and visible feedback when in the hallways, classrooms, school buses, and school grounds	Building Principals Assistant Principals PPS Director PPS Team Grade and Department Leaders Teachers	Fall 2026
Develop intervention strategies to reduce chronic absenteeism	Attendance interventions in place for at risk students Increase overall student attendance by 5%, while reducing chronic absenteeism for students in poverty, ELLs, and students with disabilities by 10%. Attendance tracker with progress monitoring	Building Principals Assistant Principals PPS Director PPS Team Grade and Department Leaders Teachers Director of Curriculum, Instruction, and Technology	Ongoing

Goal 4: Caledonia-Mumford Central Schools shall provide opportunities to improve data driven protocols as a basis to meet the needs of all our students.

NYS PD Standards addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research-based Professional Learning
Standard 4: Collaboration
Standard 5: Diverse Learning
Standard 8: Data-driven Professional Practice
Standard 10: Evaluation

Objective 4: District professionals will use data driven instructional practices as a means to make purposeful decisions in the classroom that improve student academic, social, and emotional learning.

Action Plan			
Input	Evidence	Responsibility	Timeline
Create a district-wide data dashboard to monitor student attendance, academic, and behavioral progress	District Data Dashboard (DDD) Review of DDD on a monthly basis	Superintendent of Schools Director of Curriculum, Instruction, and Technology PPS Director Building Principals Assistant Principals	Fall 2026
Create a district data discussion protocol	Compilation of Data Discussion Protocols Teacher teams using protocols within grade level, department meetings, and RTI meetings	Director of Curriculum, Instruction, and Technology PPS Director Building Principals Assistant Principals	Ongoing
Train Teacher Leaders in leading data driven instructional practices	PD Session Attendance and Resource Folder	Director of Curriculum, Instruction, and Technology	Fall of 2026
Embed data driven instructional practices into grade level and department meetings	Use of data driven protocol in Grade Level, Department, and RTI meetings Teachers adjustment of daily instruction based on data analysis	Director of Curriculum, Instruction, and Technology PPS Director Building Principals Assistant Principals	Spring 2027

		Teachers	
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Goal 5: Caledonia-Mumford Central Schools will provide opportunities to engage teachers in developing and implementing common assessments to monitor student progress and guide instruction.

NYS PD Standards addressed:

Standard 1: Designing Professional Development
Standard 2: Content Knowledge and Quality Teaching
Standard 3: Research- based Professional Learning
Standard 4: Collaboration
Standard 10: Evaluation

Objective 5: Teachers will collaboratively develop common assessments for UPK-6 math and utilize Data Driven Instruction to improve student achievement

Action Plan

Inputs	Evidence	Responsibility	Timeline
Teachers will develop common assessments after attending a targeted professional development session facilitated by Angela DiMichele Lalor on building high quality assessments	Attendance at PD session Common Trimester Assessments Assessment Calendar	Director of Curriculum, Instruction and Technology Building Principal PreK-6 Teachers	Fall 2026
Teachers will administer and score assessments collaboratively and use results to target instruction	Assessment Results Collaborative Scoring Days	Director of Curriculum, Instruction, and Technology UPK-6 Teachers Elementary Principal	Ongoing
Teachers will revise common assessments based on feedback throughout the year	Revised Common Assessments Grade Level Reflective Meetings	Director of Curriculum, Instruction, and Technology UPK-6 Teachers	By June 2027

		Elementary Principal	
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Professional Development: Support Staff

We commit to offering the following professional growth opportunities for our support staff :

- Participate in the Paraprofessionals Regional Conference each year (if available)
- Working with students with varying abilities and needs
- Technology integration workshops
- Job specific workshops at the recommendation of supervisors and staff

Appendix A: New York State Professional Development Standards New York State Standards for High Quality Professional Development

Standard 1: Designing Professional Development:

Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

Standard 2: Content Knowledge and Quality Teaching

Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based Professional Learning

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

Standard 4: Collaboration

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

Standard 5: Diverse Learning

Professional development ensures educators have the knowledge and skill to meet the diverse learning needs of all students.

Standard 6: Student Learning Environments

Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement

Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Standard 8: Data-driven Professional Practice

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Standard 9: Technology

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation

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

Appendix B: Mentor Program Plan

Mentor Program Plan

Vision:

At Caledonia-Mumford CSD, we are committed to supporting the growth and success of our new faculty through a comprehensive New Teacher Induction and Mentor Program. Each new teacher is paired with an experienced mentor for their first year, offering guidance and support with day-to-day logistics and helping them learn “the Cal-Mum Way.” In addition to this personalized mentorship, new teachers participate in a monthly after-school induction program facilitated by our Mentor Coordinators. These one-hour sessions focus on essential topics such as behavior management, effective instructional practices, and district-specific processes and expectations. We believe in the power of collaboration and the importance of supporting one another as professionals.

Goals of the Program:

The Caledonia-Mumford School District seeks to establish a mentoring and induction program that will:

- Ensure the personal and professional well-being of beginning teachers
- Establish connections to our school community in a positive and supportive manner
- Increase instructional effectiveness through sound classroom management and instructional strategies
- Provide the process of self-reflection
- Promote continual professional growth
- Assist teachers in fulfilling district expectations and state requirements
- Transmit the culture of the Caledonia-Mumford system:
 - Commitment to the students
 - Commitment to the school and community
 - Commitment to the profession
 - Commitment to continued professional development
 - Knowledge of the responsibilities and expectations of a professional educator
 - Understand their role within the district and the school, and be comfortable and energized to be part of the Caledonia-Mumford educational family

Composition of Mentoring/Induction Steering Committee

The Mentoring Committee membership includes the Superintendent, Building Principals, Director of Curriculum and Instruction, Mentors, and the Mentor Coordinators. The committee will meet up to 4 times a year after school.

Functions of the Steering Committee

- Perform yearly review of Mentor Plan and revise
- Coordinate Mentor/Mentee training
- Determine Program Effectiveness

Mentor Roles and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct and embody a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentoring Application/Selection Process:

Mentor candidates will complete and submit an Initial Mentor Application, Appendix A, that includes a narrative by the applicant for their reasons for wanting to be a mentor. The Superintendent with the administrative team and the mentor coordinators will review all completed applications and match mentor candidates to mentees as they are hired into the district. The intent will be for the mentor to continue with each of his/her mentees through a minimum of one year with a possibility for additional years if needed. If at any time the mentor/pairing is not successful, the mentor (or the mentee) should review their concerns with the Mentor Coordinators. The mentor coordinators will review the concerns with the administrative team and if there is agreement a new mentor assignment will be made.

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinator, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinator.
- Mentors selected to support a Level 3 teacher will be trained on an as needed basis. These mentors preferably will have already completed mentor training in previous years.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas as follows:

Fall observations

- 1 before mentee's first formal observation

Spring Observation

- After January 1st and prior to second formal observation (if necessary)
- Arrange visitations to other classrooms during the school year. Visitations should occur prior to second formal observation.
- Provide guidance through the Observation process
 - Provide an exemplar of pre-observation lesson plan

- Assist in writing of and/or review mentee pre-observation plan
 - Provide assistance/guidance in reflection of lessons for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental “sounding board” for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year
- Maintain mentor log. Share a copy with mentor coordinators quarterly. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district mentor coordinators, for seven years per New York State regulations.
- Attend post observation conferences in the role of listener/observer. The intent of this is to allow the mentor to hear first-hand the outcome of the observation and any suggestions for instructional improvement.

Table 1.0: Mentor Activities At a Glance

Mentor Training	1 day Mentor Training prior to start of assignment
New Teacher Orientation	1 day with Mentee – paid at Workshop rate
Individual Mentor- Mentee Meetings.*	Minimum one hour every two weeks @ mentor/mentee convenience.
Mentee Observation (non-evaluative)	2 times a year (1 fall/ 1 spring)
Attend three way conferences	2 times/year
Arrange Visitations- Visitations should occur after the first formal observation but before the second formal observation	One day/year
Attend Mentor Steering Committee Meetings	2 times/year

*Mentors for part-time mentees should meet at a pro-rated number of minutes / 2 week cycle

Mentor/Mentee Relationships:

For a mentoring relationship to be successful, a mentee must be able to trust in the confidence that whatever he/she shares with his/her mentor remains confidential. The relationship should be one where a mentee can explore alternatives in teaching techniques, assessment strategies and district procedures without concern that the questions/topics will be used as part of the evaluation process. The role of the mentor is to be an instructional coach for the mentee; the role is not to be used as part of the formal evaluation of the mentee.

It is understood that items that violate federal law, state law or board policy will not be considered confidential: 1) where withholding such information poses a danger to the life, health or safety of an individual, including the staff or students of the school or 2) where such information indicates that the new teacher has committed or been convicted of a crime.

Mentee definitions/criteria:

- Definitions: Mentees will be designated **Level 1**, **Level 2**, **Level 3** or according to their Board of Education appointment and their tenure track.
 1. First year mentees will be considered **Level 1**
 2. Mentees in their first year in a new tenure certification area will be considered **Level 2**
 3. Mentees with experience and previous tenure, but new to the district, may be considered a **Level 2**
 4. A mentee assigned as long term substitutes will be considered a **Level 3** teacher and will be afforded a mentor to focus on the daily roles, responsibilities and routines of a Caledonia-Mumford teacher.

- It is an option for teachers on an improvement/action plan with the principal to request a mentor.
- A self-referral/mentor request can be made by a teacher if submitted in writing with accompanying rationale. This request shall not be viewed as a need for improvement. The mentor coordinator will hold a conference with the teacher to review the request and then present a recommendation of assignment/non-assignment and at what level.

Mentee Responsibilities:

- Attend all training and meetings for mentees, see *New Teacher Induction section in the District Professional Development Plan*
- Mentees must maintain and update a monthly log and share it with mentor coordinators on a quarterly basis. First year mentees need to send the log to the mentor coordinators at the close of the school year to be kept by the district for seven years.
- Meet with the Mentor Coordinators quarterly to review mentor logs and any needs or concerns.

Mentees Professional Development/Meetings by year:

Table 2.0: New Teacher Institute

<u>Essential Question:</u> What does a new teacher in the Caledonia-Mumford School District need to know to be successful?	
Day One	● History of Caledonia and Mumford ● Walking Tour of Important locations within district ● Bus Tour of the District ● Introduction to Special Education ● Meet with building administrator ○ Building Procedures ○ Emergency Procedures ○ Staff Handbook ● Technology ○ Acceptable Use ○ School Tool ○ eDoctrina ○ iXL ○ Incident IQ ○ Promethean Boards ○ Chromebooks ● Lunch with the Superintendent ● Business Paperwork

Day Two	○ APPR ○ Danielson Rubric ○ Teaching Standards ○ Observation Process ● CMTA Overview ● Overview of Mentor Program ● Curricular and Instructional Expectations ● Professionalism ● Classroom Management-Rituals and Routines ● Visibility outside of classroom
Day Three	● Olweus Program Training ● Mentor Training ● Time in Classroom with Mentors

Release Time:

Level 1: These mentees and their mentors will be afforded up to 6 release days a year with a minimum of 1 day in the first year based on the needs assessment of the mentee.

Level 2: These mentees and their mentors will be provided up to 4 release days over the first year.

Level 3: These mentees will not be required to have release days. If requested and pending administrative approval release day may be granted.

Three-Way Conferences:

Mentors will attend the post-observation conference for Level 1 and Level 2 mentees.

- First observation occurs on or about Oct 1 –Nov. 15th
- Second Observation occurs prior to May 1st

The mentor's role during the meeting is to provide instructional support to the mentee and listen.

Program Evaluation/Reflection:

- The mentoring committee will create a meeting schedule throughout the year, up to three meetings, to review the progress and events occurring within the program as well as the mentor-mentee assignments.
- The committee will also meet at least one time a year to reflect, review and evaluate the program by means of surveys given to both mentors and mentees. These surveys will reflect feedback (both rating scales and constructed responses) in regards to:
 - New Teacher Orientation
 - Mentor/Mentee Handbook
 - Release days
 - Meetings between mentor and mentees

- o Meeting scheduled with the mentor coordinator
- o Trainings/Workshops provided
- o Level of support provided
- o Strengths of program
- o Suggestions and recommendations for improvements

The responses will help revise and adapt for next year's program. The Mentor Plan will be updated with the revisions and will be a living document.

Mentor Stipend: In accordance with CMTA contract

Mentor/Induction Coordinator Roles/Responsibilities:

The role of the Mentor/Induction Coordinator will be to work along with the Director of Curriculum and Instruction for the implementation of the mentor program and new teacher induction training. Some of the responsibilities of the coordinator will be:

- Develop and maintain a Mentor/Mentee Handbook
- Coordinate and facilitate all Mentoring Committee meetings
- Work in conjunction with the administrative team to develop and define the New Teacher Summer Professional Development days
- Co-Facilitate monthly New Teacher Induction Professional development meetings/activities
- Serve as the record keeper of mentor logs required by New York State regulations for 7 years
- Attend Mentor Training with the intent to become the Mentor Trainer for the District
- Provide all mentor training to new Mentors as needed
- Maintain/purge mentor logs each year as appropriate
- Attend Regional Mentor Coordinator Meetings and provide input into Teacher Center Professional Development Planning to meet the needs of the district.
- Perform all other related responsibilities as needed to implement a successful Mentor/New Teacher Induction Program.

Mentor/Induction Coordinator Stipend: In accordance with CMTA contract

Mentoring Application

The Caledonia-Mumford School district believes the teaching profession is a continuous development process. The district aims to provide a program where new staff/mentees can receive professional support from their more experienced peers to help prepare and retain quality staff.

Please read the roles and responsibilities of a mentor closely before proceeding to the application.

Mentor Roles and Qualifications:

The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of the beginning teacher and to model professional conduct and embody a vision of excellence in teaching. To successfully achieve this role the mentor themselves must be a learner who seeks to continuously improve their own craft and demonstrates/has achieved the following:

- Tenure
- Permanent/Professional Certification
- Commitment to or completion of mentor training prior to assignment
- Demonstrates instructional excellence and a solid knowledge of standards based planning and instruction.
- Committed to providing exemplar of instructional shifts committed to by the district (Learning Targets, Formative Assessment, Effective Student Feedback)
- Shows evidence of continued professional development
- Possess a positive reflective attitude
- Demonstrate professionalism, confidentiality and leadership

Mentor Training/Responsibilities:

- Mentors commit to completing the mentor training prior to the initial mentoring assignment and additional after school days as communicated by the mentor coordinators, see Table 1.0 at end of section.
- Mentors will participate in one of the New Teacher summer Professional Development days as communicated by the mentor coordinators.
- Provide guidance and support to new teachers in school routines, procedures and systems. Be available and accessible when needed by the mentee.
- Assist the mentee in establishing yearly goals for APPR process
- Provide support (student discipline, curriculum, and motivational techniques) to the non-tenured teacher.
- Observe mentees in classrooms (either in person or via videotaping) in the role of instructional coach at least three times/year, two in the fall and one in the spring and provide appropriate feedback/ideas.
- Arrange visitations to other classrooms during the school year as required.
- Provide guidance through the Observation process
 - Provide an exemplar of pre-observation lesson plan
 - Assist in writing of and/or review mentee pre-observation plan
 - Provide assistance/guidance in reflection of lessons for post observation discussion.
- Attend all announced meetings of Mentor Steering Committee – up to four times a year after school
- Provide insight and understanding of school culture and climate
- Serve as a non-judgmental “sounding board” for the non-tenured teacher
- Meet with mentee at least one hour every two weeks in the first year

- Maintain mentor log. Share a copy with mentor coordinators quarterly. If mentoring a first year mentee you must share the mentoring log document with the mentor coordinator at the close of the school year to be kept by the district mentor coordinators, for seven years per New York State regulations.
- Arrange for and attend two (2) three-way conferences (Mentee, Mentor and Administrator)

Table 1.0: Mentor Activities At a Glance

Event	Level 1	Level 2	Level 3
New Teacher Orientation	3 full days prior to the start of the school year		
Individual Mentor-Mentee Meetings	Minimum one hour every two weeks.		
Mentor Observation	3 times a year minimum (2 fall/ 1 spring)		
Three Way Conferences (<i>Mentee, Mentor & Admin</i>)	2 times in a year Nov. and March		
Professional Development (<i>after school meetings and release days as needed</i>)	<u>Potential Training Opportunities</u> Topics: Classroom Management Parent Engagement Learning Targets Formative Assessment Book Talks Data Driven Discussions Assessment Systems Integration of Technology Meeting Needs of Diverse Learners Student Centered Learning		

*Mentors for part-time mentees should meet at a pro-rated number of minutes / 2 week cycle

Mentor Stipend: In accordance with CMTA Contract

Mentor Application

Applicant Name: _____

Building: _____

Grade Level/Subject(s) Taught: _____

*** You may use this form or attach a separate document with your responses. Please submit your application/resume for mentoring to _____ by _____.**

1. Why do you want to be a mentor?
2. Why would you be a good mentor for a beginning teacher?
3. What are your thoughts about the benefits of:
 - A. Having a new teacher observe your teaching?
 - B. Observing a new teacher while he/she is teaching?
 - C. Providing a new teacher with non-evaluative feedback in relation to his/her teaching?

Mentor Application – Page 2

Please provide information regarding the following:

Please provide a list of professional development that you have participated in during the last three years:

Are you a member of any professional organizations, if so please list them?

What extracurricular activities are you involved in and in what capacity?

Other Pertinent Activities/Information

• I have read and understand the roles and responsibilities of a mentor and agree to perform all of the duties expected of a teacher mentor

Signature

Appendix C: CTLE Individual Record Template

Continuing Teacher and Leader Education (CTLE) Individual Record

Directions: This form is provided for use by individuals holding either a Professional Certificate or a Teaching Assistant Level III certificate. This document will assist CTLE certificate holders with maintaining records of CTLE activities in accordance with certification regulations.

1. Document activities in the table below.
2. Keep "Certificate of Completion" forms and/or other documentation with this record. Documentation must be retained for 8 years.
3. DO NOT submit this form or other CTLE documentation to the Office of Teaching Initiatives, unless it is requested. At the end of your Registration period, you will be asked to attest to meeting or not having met CTLE requirements. This document will assist you with making the proper determination.

Name:		DOB:		Last 4 of SSN:		
Certificate Title(s):						
Five-Year Registration Period (See your TEACH Profile to find the dates of your Registration Period): Begin Date: _____ End Date: _____						
Title of Program	Approved CTLE Sponsor Name	Sponsor Category*	Dates (mm/dd/yyyy)	Location	Content / Pedagogy / Language Acquisition	Clock Hours

*Sponsor Categories: 1 = Public School; 2 = BOCES; 3 = Teacher Center; 4 = College/University; 5 = "Other NYSED-Approved Sponsor"

DO NOT SUBMIT THIS FORM. PLEASE KEEP FOR YOUR OWN RECORDS.

Office of Teaching Initiatives Web site: www.highered.nysed.gov/tcert/ E-Mail: CTLE@nysed.gov