Professional Development Learning Plan

2024-2025



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Mission and Vision



Professional Learning Plan Overview

New York State requires each school district to create a Professional Learning Plan (PLP). The PLP must identify how the district will provide substantial professional development (hereafter referred to as professional *learning*) opportunities that are directly related to student learning. The Lewiston-Porter (Lew-Port) Central School District plan identifies the initial steps that will be taken to increase the focus, amount, and quality of professional learning for the instructional and support staff.

There are three major drivers of Lew-Port's professional learning.

1. Lew-Port's Strategic Plan guides all of the work in the district, including, but not limited to professional learning.
2. The district Curriculum, Instruction, and Assessment Review Cycle (CIA RC) creates a predictable, intentional, and equitable process for identifying learning outcomes and next steps.
3. An annual professional learning survey is administered to staff. Results of that survey are utilized with existing evidence to develop and focus professional learning activities and opportunities.

Our PLP has and will continue to have a significant impact on the culture of Lew-Port. The PLP, in conjunction with other mandated plans such as the Strategic Plan, Response to Intervention (RTI) Plan, and the Annual Professional Performance Review (APPR), will help to provide the platform for improvement decisions that are driven by student achievement. We anticipate that all staff will benefit from the increased, improved, and expected substantial professional learning opportunities.

The PLP:

- Includes a needs analysis, why the PLP is important, and how the district will provide PD across the grade levels that is directly related to student learning.
- Utilizes a survey of all Lew-Port staff to create a worthwhile professional learning program.
- Integrates instructional strategies, curriculum, and technology.
- Explains how professional learning is provided to the district.
- Includes the models we use, definitions of those models, and when those hours are being met.
- Sets the expectations, a list of criteria, and a possible monthly reporting log for the Mentor/Mentee Program.
- Evaluates professional learning with surveys that provide feedback to both presenters and the committee.

- Is aligned with the current Learning Standards set forth by New York State.
- Outlines the requirement for Professional Certificate holders to complete 100 hours of professional growth every five years.

NYSED Professional Learning Guiding Principles

- Subject matter content of professional learning activities/experiences is clearly connected to student achievement of the NYS Learning Standards.

- Professional learning activities/experiences are planned with the NYS Teacher Standards as underpinning.

- Professional learning activities/experiences should respond to student achievement data including but not limited to assessment of school work, New York State assessments, School District Report Cards, and one other data related to local teaching and learning needs.

- Professional learning is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.

- The professional learning planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.

- Professional learning results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.

- Professional learning activities/experiences are assessed on an ongoing and continuous basis for intended impact. Valid evaluation tools/methods must be used to determine modifications to planned activities/experiences.

- Professional learning is, to the greatest extent possible, site-based and connected to daily school experiences.

- Professional learning enables the teaching staff to deepen their knowledge base and remain current in their content area and instructional strategies.

- Teaching staff learning opportunities are clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such opportunities.

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

    - enhancing teacher/teaching assistant subject matter knowledge,

    - teacher/teaching assistant knowledge, use and application of appropriate teaching techniques,

    - broadening and enhancing teacher/teaching assistant abilities to apply more accurate and appropriate assessment methodologies, and

    - enhancing teacher/teaching assistant skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

New York State Teacher Standards

updated in 2017

Purpose:

New York has clearly identified the knowledge and skills a teacher must have to meet the learning needs of students. The following New York State Teacher Standards are embedded with the content of the Lew-Port PLP:

The New York State Learning Standards are:

- **Standard 1: Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- **Standard 2: Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- **Standard 3: Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- **Standard 4: Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- **Standard 5: Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- **Standard 6: Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
- **Standard 7: Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

Continuing Teacher and Leader Education (CTLE)

Regulations

The information below comes directly from the NYSED CTLE Regulations. Specifically:

(a) Requirements for CTLE certificate holders (holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders).

(1) Except as otherwise provided in paragraph (2) of this subdivision and subdivision (b) of this section, commencing with the 2016-2017 school year, a CTLE certificate holder shall be required to successfully complete 100 clock hours of acceptable CTLE during the registration period; provided that:

(i) a CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Part, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and

(ii) for all other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and

(iii) for a CTLE certificate holder who holds a level III teaching assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

(2) Exemption or modification of language acquisition requirements.

(i) For a teacher or school leader who is employed by an applicable school with an approved exemption pursuant to section 154-2.3(k) of this Title because there are fewer than 30 English language learner students enrolled or English language learners make up less than 5 percent of the applicable school's total student population as of a date as established by the commissioner, the teacher or school leader shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in an applicable school with an approved exemption.

(ii) A school district business leader who is employed by an applicable school shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in a school district or BOCES. Instead, a school district business leader shall complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of English language learners and Federal, State and local mandates for English language learners.

(3) The CTLE requirement prescribed in this subdivision may be completed at any time during the registration period and CTLE completed during a prior registration period may not be carried over.

(b) Adjustments to the requirement.

(1) An adjustment to the CTLE requirement prescribed, in terms of clock hours and/or the time for completing CTLE, may be granted by the commissioner, provided that the CTLE certificate holder documents good cause that prevents compliance, which shall include any of the following reasons: poor health certified by a health care provider, extended active duty in the Armed Forces, or other good cause acceptable to the department which may prevent compliance.

(2) A peer review teacher, or a principal acting as an independent trained evaluator, conducting a classroom observation as part of the teacher evaluation system pursuant to Education Law section 3012-d may credit such time towards his/her CTLE requirement.

(3) A holder of a certificate in the classroom teaching service who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the CTLE requirement, for the registration period in which such National Board Certification is achieved, provided that the CTLE certificate holder must continue to meet the applicable required CTLE requirements in language acquisition as described in paragraph (a)(1) of this section.

(4) A teacher acting as a mentor to a new teacher in the classroom teaching service as part of a school district's or BOCES' mentoring program pursuant to section 100.2(dd) of this Title may, at the discretion of the school district or BOCES, credit up to 30 hours of such time toward his/her CTLE requirement in each five-year registration period.

(5) A teacher acting as a mentor to a teacher candidate pursuant to section 52.21 of this Title may, at the discretion of the school district or BOCES, credit up to 25 hours of such time toward his/her CTLE requirement in each five-year registration period.

8 CRR-NY 80-6.3

Current through March 31, 2021

Acceptable CTLE Activities

The information below comes directly from the NYSED CTLE Allowable Activities. Specifically:

Educators must take continuing teacher and leader education (CTLE) from a CTLE sponsor approved by the Department. The list of approved CTLE sponsors is available online. Professional development or professional learning not designated as CTLE by an approved CTLE sponsor does not count towards the required CTLE clock hours.

School districts that are approved CTLE sponsors can offer CTLE outlined in their Department-approved professional learning plan. Districts must issue CTLE certificates of completion for CTLE clock hours and maintain records of the CTLE awarded.

Acceptable CTLE Activities
Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- **Content area(s)** of the certificate(s) held,

  and/or

- **Pedagogy,**

  and

- **Language Acquisition** addressing the needs of English language learners.

The CTLE in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s). The CTLE language acquisition requirement is described here.

University or College Course Credits
Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an approved CTLE sponsor and awards CTLE clock hours for the courses.

For credit-bearing university or college courses, each semester-hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.

Working with Colleagues and Student Teachers
Peer review teachers or principals acting as independent trained evaluators who conduct a classroom observation as part of the teacher evaluation system pursuant to Section 3012-d may count such time towards the CTLE requirement. The acceptability of other types of collaborative work between educators would be determined by the school, district, or BOCES that is an approved CTLE sponsor and the sponsor would award the CTLE clock hours accordingly.

Teachers who provide mentoring may, at the discretion of the school district or BOCES, earn CTLE clock hours in the following manner effective December 31, 2019.

- Teachers acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.

- Teachers acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The school, district, or BOCES must keep records and award CTLE certificates for educators who earn CTLE clock hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.

National Board Certification
Educators who earn certification from the National Board for Professional Teaching Standards have met the CTLE requirement during the registration period in which the National Board Certification is achieved, provided that the educator also meets the CTLE language acquisition requirement.

Educators who Hold Multiple Certificates
Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

For example, an educator who holds Professional Biology, Professional Chemistry, and Permanent Earth Science certificate could complete acceptable CTLE activities in biology, chemistry, earth science, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement. An educator who holds Professional Childhood Education and Professional School Building Leader certificates could complete acceptable CTLE activities in the common branch subject areas, school building leadership, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement.

Speech and Language Disabilities Certificate Holders
For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an approved American Speech-Language Hearing Association (ASHA) CE provider are acceptable towards meeting CTLE requirement as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

CTLE Providers & Record-Keeping

Here is a list of CTLE Approved sponsors the district uses:

- Orleans-Niagara BOCES
- Orleans-Niagara Teacher's Center
- Erie 1 BOCES
- Erie 2 BOCES
- Buffalo State College
- Tonawanda-Grand Island Teacher Center
- Education Elements
- Educational Vistas
- Franklin Covey Client Sales, Inc. / Franklin Covey
- Access Mathematics
- Jeanne Tribuzzi
- American Reading Company
- Savvas
- TouchMath
- Lisa Brosnick
- Dave Wilson
- Into Math

Record-Keeping

Approved Sponsors of CTLE must issue certificates of completion and maintain records for all CTLE activities. To meet this expectation, the district uses Erie 1 BOCES PDP Premier software which teachers use to register for professional learning. This software houses current and historical records (for at least eight years) of the events that teachers have attended for district-approved professional learning.

Please note: Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

Needs Analysis

To ensure the continued and improved academic achievement of all students, we must dedicate resources, and time to improving the skills of all staff. Creating a culture of perpetual learning is vital to that goal as teachers, administrators, and staff members. Therefore, our plan for professional learning must be created to be responsive to all staff needs that will increase student performance.

Grade levels and departments annually review student performance to set actions aligned with the district's goals for the upcoming year based on the evidence of student learning from the prior year. The evidence referenced for this plan includes, but are not limited to:

- District Strategic Plan
- aimswebPlus Universal screening results three times per year
- Grade/content-specific data
- Graduation rates
- Regents diploma rates
- 3-8 Assessment performance
- The results from the annual survey on professional learning needs for the upcoming year

Goals and Objectives

Professional Learning in Lew-Port is identified through three major drivers:

1. The Strategic Plan
2. The Curriculum, Instruction, and Assessment Review Cycle
3. Social-Emotional Learning

Strategic Plan Goals:
The following are the goals of the 2020-2025 Strategic Plan.

- Goal 1: We will support each learner in defining success in his or her own way.
- Goal 2: We will design innovative learning environments that support learners in achieving their personalized goals.
- Goal 3: We will build a culture and climate that supports the needs of all Lewiston-Porter community members.

Through teams such as the Staff Development Committee, the Technology Committees, the Restorative Practices Teams, and the Peer Coordinators, the district continuously examines the goals, actions, and outcomes.

Curriculum, Instruction, and Assessment Review Cycle (CIA RC):
The CIA RC creates a predictable, intentional, and equitable process for identifying learning outcomes and next steps. Depending on where a content area is within the cycle, examples of learning may include any of the following:

- Reflecting on learning outcomes to date using evidence.
- Identifying options to consider in place of what is currently being used.
- Identifying success metrics to use as evidence of student learning in the future.
- Support for initial or ongoing training of the program, instructional strategies, or assessments.
- Support for curriculum planning and mapping.
- Diving deeper into standards.
- Learning related to student learning analysis and response.

Social-Emotional Learning (SEL):
As explained by the Collaborative for Academic, Social, and Emotional Learning (CASEL), Social Emotional Learning is

> ...an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
>
> SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. (https://casel.org/fundamentals-of-sel/)

Lew-Port honors SEL in many ways including its rich history of integrating the 7 Habits of Highly Effective People into the instruction at the elementary level. As well, beginning in the 2021-2022 school year, Lew-Port launched its district-wide work using Restorative Practices. This work begins in classrooms through Tier 1 (Core) instruction and extends to all students and staff.

Professional Learning Models and Strategies

Understanding Continuing Teacher and Leader Education (CTLE)
As per NYSED regulations via www.highered.nysed.gov, acceptable Continuing Teacher and Leader Education (CTLE) hours are described as, “activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities.” NYSED also specifies that “any Continuing Teacher and Leader Education (CTLE), Professional Learning (PL), or former Professional Development (PD) activity that you complete must be in the content or pedagogy relevant to your certificate title. If a public school district employs you, CTLE or PL that is part of the district’s PL plan is acceptable.”

In Lew-Port, activities are developed in accordance with acceptable CTLE activities and must have prior approval in order to be eligible for CTLE hours.

NYSED offers the following activities as examples of those that would qualify for CTLE credit.

- Collaborating with other teachers to examine case studies of student work and development as part of an approved activity.
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts, and independent professional development service providers.
- Coursework linked to the improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.
- Coursework for more advanced certification relevant to your certificate title.
- Curriculum planning and development.
- Participating in school-college teacher development partnerships.
- Serving on CDEP (Comprehensive District Education Plan), DCEP (District Comprehensive Education Plan), CEP (Comprehensive Education Plan), or other school leadership activities or committees.
- NYSTCE "assessor" or test development committee member.
- Development of Statewide curriculum.

Intended Plan Goals
The outcomes listed below identify needs and provide evaluation criteria in three areas:

Student Goals:

- Meet or exceed the standards in knowledge and performance
- Become active participants in their learning
- Maximize their potential
- Become independent learners
- Assume increasing responsibility for their learning
- Improve achievement
- Make connections between school and the real world

- Move from one benchmark level to the next at appropriate intervals

Professional Practice Goals:

- Expand instructional and assessment methodologies
- Keep pace with educational research practices
- Develop eclectic teaching strategies
- Engage in professional dialogue and reflection
- Gather, interpret, and utilize data to inform instruction
- Seek opportunities for staff learning which support professional learning
- Assume a leadership role

Organizational Goals:

- Commit to continuous improvement through professional/staff learning
- Commit to continuous improvement through introspective self-study
- Become reflective of and responsive to the community
- Enhance organization's effectiveness
- Conduct deliberate planning to achieve coherence and cohesiveness
- Assume a leadership role; be proactive

Teachers are encouraged to participate in 20 hours of Professional Learning each school year. For Initially or Professionally certified staff, an average of 20 hours per year (100 total hours per 5 years) are required. Staff will document their professional learning hours using, according to state law.

Evaluation

The goal of professional learning evaluation is to establish correlations and gather evidence, linking professional learning initiatives with measurable progress. These established goals and objectives are focused on promoting increased student achievement.

Surveys, needs assessments, and student data will be used to monitor the quality and effectiveness of each objective of the Professional Development Plan. In turn, such data will be used to plan for future professional learning offerings.

An annual survey will be conducted by the district to discuss any changes to be made to this plan. The recommendations that come from that meeting will be shared with stakeholders for transparency.

Lew-Port's professional learning survey is available in digital format through Google Forms, which will be shared in the winter during annual budgeting.

Mentor Program

Procedure for Selecting Mentors

1. The committee will post openings for mentor positions as per district hiring policy.
2. Teachers who are interested in becoming a mentor will submit a letter of interest.
3. In the event that there is more than one applicant, a committee will be formed per the Collective Bargaining Agreement.
4. The committee will conduct individual interviews with each of the candidates and forward recommendations to the Superintendent of Schools for review.
5. Candidates will be informed of their selection as a mentor.

The Selection Committee will take the following under consideration when selecting the candidates for mentors:

- Permanent certification in the same area of certificate title as the mentee.
- Mastery of pedagogical skills and superior teaching abilities.
- Demonstrated mastery of subject matter.
- Willingness to participate in the program.
- Positive interpersonal relationship qualities.

Role of the Mentors

The mentor will fulfill a variety of roles for the mentee. The mentor will act as a guide, advocate, confidante, subject expert, and reflective partner. Mentors for Lew-Port will be a source of guidance and support which invites honesty, risk-taking, and self-reflection about the practice of teaching, on the part of the mentee.

The mentor will create an individualized mentoring plan at the beginning of the school year to guide their activity. Time for conferencing, observation, joint planning, and assessing the impact on students are critical components of this relationship. The mentor activities may include but are not limited to the following:

- Participation in training activities and support sessions designated by the program.
- Regular meetings with the mentee to provide support and coaching.
- Modeling techniques and behaviors for the benefit of the mentee.
- Review of the mentee's background and education and provide recommendations for further study.
- Participate in professional learning workshops on mentoring.
- Participate in the creation of lesson plans to be taught by the mentee.
- Familiarizing the mentee with the school's physical plan, staff, supportive services, and other resources.

By regulation, the confidentiality of information obtained by the mentors in their work with the mentees must be strictly maintained. The information obtained by a mentor through interaction with the mentee while engaging in mentoring activities will not be used for evaluation or discipline purposes unless withholding such information poses a danger to the life, health, or safety of an individual, inc

Lew-Port administrators recognize the need for professional learning of mentors and mentees in the areas of learning theory, teacher learning, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice, and effective communication. Every component of training will consistently support the district's mission and vision and focus on the NYS Education Department's priority areas as outlined in the State's ESSA plan, including:

- NYS Learning Standards and aligned curricula.
- Data-driven instruction and the use of meaningful assessment.

- Evidence-based observation aligned to the New York State Teaching Standards and the district's evaluation models.

All mentors and mentees will participate in workshops and conferences, which are included in the district's professional learning plan. Mentee training and other growth opportunities will be driven primarily by the needs of the mentees. Other activities that will contribute to the success of the program include:

- During the introduction meeting, the mentor and mentee will discuss building the mentee's education background and the mentor will share information about the district, such as configuration and logistics of the district and the building they will be working in and Lew-Port's priorities.
- Mentees will receive training in Classroom Management, Charlotte Danielson's Framework for Teaching, and basic use of Google Software.

Mentoring Activities
Below is a sample timeline for mentors and mentees

August
- New Teacher Orientation - Essential Elements Training, Video Coaching Training, District Discovery Day (Bus tour, luncheon, mentor/mentee meeting) (1 day)
- Superintendent's Conference Day - Preparing for the First Day (1 day)

September
- Classroom Management Discussion Panel, Overview of Open House Procedures, Gradebook/Plan Books/AIS Plans (1 day)

October
- Observation and Reflection, Overview of APPR Observation (1 day)

November
- District Data Day (1 day)

December
- Parent Teacher Conference Preparation (1 day)
- Observation and Reflection (1 day)

January
- Observation and Reflection (1 day)
- Regents administration and scoring MS/HS (1 day)

February
- Observation and Reflection (1 day)
- Overview of State Assessment Protocols (1 day)

March
- Observation and Reflection (1 day)
- Parent Teacher Conference (1 day)

April
- Observation and Reflection (1 day)

May
- Observation and Reflection (1 day)

June
- Reflection of experience by Mentor and mentee, Planning (1 day)

Please note: Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards

their CTLE requirement in each five-year registration period. Please revise your plan to cite the current regulations and upload the revision.

Peer Collaboration and Peer Coaching

As described in the Peer Collaboration Program Handbook, the purpose of the Lew-Port Peer Collaboration Program is to foster professional collaboration and professional dialogue that is focused on innovative pedagogy and classroom practice in support of learning for all students. The goal of the program is to bring teachers together through a non-evaluative, peer-to-peer approach over the course of the school year and to help support innovation in instructional practice and meet the needs of all learners.

Peer Collaboration

The Peer Collaboration model is rooted in the tenets of the Professional Learning Community and is an organized process designed to support teacher-to-teacher dialogue and development. Peer coaching is a fundamental element of the process.

The Lewiston Porter Central Schools Peer Collaboration program will center on the collegial coaching model. Collegial peer coaching consists of three basic parts:

- a pre-conference
- an observation
- a post-conference

During the pre-conference, teachers meet and discuss the elements on which the teacher being observed wants to focus. They discuss the specific lesson planned, its context, and other relevant factors that influence student outcomes. The peer coach is responsible only for providing that teacher with another perspective of the learning environment so they can mutually improve teaching and learning.

The lesson then takes place, and the peer coach observes in the partner's classroom as a collegial observer. The coach should focus on the lesson plan as discussed and the specific areas they observe where the teacher is looking for feedback. The observer may also be open to other aspects of the instruction as they develop during the lesson.

Finally, the collaborative partners schedule a post-conference to discuss the outcome of the lesson. This is a collegial discussion. The observed teacher should take the lead in this conversation, with the observer adding factual information about what happened during the lesson. They may discuss what worked well, what didn't work at all, and what could be changed or improved to have a positive impact on the teaching and learning in the classroom. Important aspects of this stage are:

- The observed teacher is in control of the lesson.
- The emphasis is on reflection on what has happened during the lesson and analysis of its impact on student learning.

Peer teams will complete the process for each member of the team two (2) times over the course of the school year as outlined in the Peer Collaboration Application, preferably once every 20 weeks.

Peer Coaching

Though similar to Peer Collaboration, Peer Coaching provides participants with professional learning in conducting action research. This year-long experience concludes with a presentation from the partners on their learning.

References

In addition to reviewing other districts' Professional Learning and Mentoring plans,

The following websites were used.

- Acceptable Continuing Teacher and Leader Education (CTLE), Professional Development (PD), or Professional Learning (PL) for the Reissuance of an Initial Certificate
- Guidelines for Implementing District - Based Teacher Mentoring Programs
- Professional Learning Plan - Guidance Document 2019-2020