Wheatland-Chili Central School District
Professional Learning Plan

2020 - 2023

13 Beckwith Ave.
Scottsville, New York 14546

This plan is submitted for the year beginning July 1, 2020 by the Wheatland-Chili Central School District Professional Learning Planning Council in accordance with Subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education

Lynda Quick – Superintendent
Professional Learning Planning Council/Wheatland-Chili Teacher Center Policy Board

Number	Constituency	Member Name	Affiliation
8	Public School Teachers designated by the bargaining unit make-up at least 51% of Council membership.	Caitlin Lattanzio Ann Bayer Linda Giroud Cathy Cullinan Marissa Ragusa Kimberly LaCelle Autumn Arnold Beth Meeker	Elementary Teacher Elementary Teacher Elementary Reading Specialists Middle School Teacher High School Special Education Middle/High School Science Teacher Elementary Teacher Elementary Teacher
1	Professional Learning Planning Team Member designated by the Board of Education	Dr. Jennifer Sinsebox	Executive Director of Curriculum and Data Management
1	College Representative	Dr. Camille Martina	University of Rochester
1	Business and Industry Representative	Jennifer Crowley	The Sentinel newspaper
1	Parent Representative	Lily Hamilton	Parent
3	Other Representative(s)	Erin Ayers Lynda Quick Dr. Daniel Murray Eric Windover Danielle Hoch (Our principals share one position on the TC Policy Board and PDP Board.	WC Fed. of Teachers Pres. WC District Superintendent Elementary Principal Middle/High School Principal Assistant Principal of both Elementary and Middle/High School
Total Number 15			

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Needs Analysis for Professional Learning Plan

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

The goal for Wheatland-Chili Central School District's Professional Learning Plan is to utilize multiple measures of data to:

- Promote the understanding and use of available data (formal and informal) to inform instruction.
- Help District staff determine if they are achieving their goals.
- Ensure that District staff is meeting the needs of all students.
- Improve instructional practices to meet the academic, social-emotional, and culturally responsive needs of all learners.

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

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

Data sources may include:

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

Goals for Wheatland-Chili Central School District's
Professional Learning

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

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

Approved Vendors and Independent Consultants

Professional Development Provider	Activity Description	Content	Pedagogy, non-ELL	ELL/Language Acquisition
Association of Math Teacher of Rochester Area (AMTRA)	Annual conference for Rochester Area math teachers supporting 7-12 Math educaators	X	X	
Blackboard	Training for new website platform, Creation of classroom pages and improved community engagement		X	

Professional Development Provider	Activity Description	Content	Pedagogy, non-ELL	ELL/Language Acquisition
Bureau of Education & Research (BER)	Webinars supporting the use of Guided Reading strategies, seminars to address struggling readers (k-5) and reaching unmotivated students	X	X	X
Christine Merle, MK Consulting and Training	Student engagement; Social-emotional learning; Teeacher self-care workshops		X	
Engaging Schools, Inc.	Consulting with the district to recalibrate the districtwide code of character, conduct, and support		X	
Genesee Valley Association of Supervision and Curriculum Design (GVASCD)	Workshops supporting mentoring, Cognitive Coaching, and Adaptive Schools training; Programs about Equity and culturally responsive schools		X	

Professional Development Provider	Activity Description	Content	Pedagogy, non-ELL	ELL/Language Acquisition
Institute of Education and Research	Webinars and seminars about instructional practices and content-specific learning	X	X	
Jim Bearden, Bearden Resource Group	Speaker on leadership and accountability		X	
Leadership for Educational Achievement Foundation, Inc. (LEAF)	Consortium of Innovation		X	
Mindex/SchoolTool	Data-driven instruction training; Using the tools available in the student management system to create student-centered learning experiences		X	X
Monroe Community College (MCC)	Workshops and courses for supporting English Language Learners in content areas, technology integration, and dual-credit support	X	X	X
New York State Art Teachers Association (NYSATA)	Annual conference for fine arts educators	X	X	

Professional Development Provider	Activity Description	Content	Pedagogy, non-ELL	ELL/Language Acquisition
New York State Computers and Technology in Education (NYSCATE)	Workshops and conferences that support technology integration		X	X
New York State Middle School Association (NYSMSA)	Trainings and workshops supporting teachers of middle-level students; Annual conference		X	
New York State School Music Association (NYSSMA)	Annual state conference for music educators; All-State Music conferences and concerts	X	X	
Partners in Restorative Initiatives	Training in Restorative Practices; Programs on community-building circles for all faculty and staff		X	
Playfit Education Inc. Dr. Curt Hinson	Workshop for K-5 faculty and staff on strategies for addressing problem-behaviors during recess; Curriculum development with PE teachers	X	X	

Professional Development Provider	Activity Description	Content	Pedagogy, non-ELL	ELL/Language Acquisition
Project Lead the Way Consultant	Teaching strategies and program development for Launch (K-5), Gateway (6-8), and Engineering (9-12) programs	X	X	
Rochester Area Literacy Council	Best practices in literacy, vocabulary instruction, and student engagement, for ELA and K-12 content area teachers	X	X	X
Rubicon, Inc.	Atlas Curriculum Design training		X	
Scholastic Literacy	Workshops to support Scholastic Literacy program and the Scholastic Hub	X	X	X
Science Teachers Association of New York State (STANYS)	Annual conference for 7-12 science educators	X	X	

Professional Development Provider	Activity Description	Content	Pedagogy, non-ELL	ELL/Language Acquisition
Star/Renaissance Learning	Data-driven instruction and – interventions. Use of data from student assessment to create targeted learning experiences to address skill gaps in Math and English/Language Arts (ELA)	X	X	X
The Children's Institute, Inc.	Workshops to support social-emotional learning; Primary Project program training		X	

Objectives, Initiatives, Strategies, Activities, Evaluation Standards

Objective	Initiatives	Strategies	Activities
1 Improve student learning through instructional best practices.	• Standards based instruction • Specially designed instruction • Data driven instruction • 21st Century Instruction • K-12 STEM • Technology integration • Balanced Literacy • Balanced Math	• Provide a variety of opportunities to participate in professional development offerings.	• Workshops/ seminars • Study groups • Outside presenters • Webinars • Site visits • Grant-funded projects • Online courses • Action research • Access to Teacher Center's professional library • College courses and summer institutes • NYSUT offerings • Professional Learning Walks
2 Using data to guide professional learning	Academic Intervention Services Response to Intervention plan Social-emotional learning strategies Culturally responsive-sustaining education	• Provide programs based on NYS initiatives and Board of Education priorities, District Comprehensive Improvement Plan, school improvement plans, and New York State Learning Standards to improve student learning.	• Professional learning needs assessment • Collect and analyze data from a variety of sources [Measures of interim progress (MIPs), state assessments, local assessments, universal screening tool for ELA and Math, intervention programs] • Use of data to inform instructional decisions (Student Support Teams) • Follow the District curriculum review process and cycle

Objective	Initiatives	Strategies	Activities
3 Integrate technology into instructional delivery.	International Society for Technology in Education (ISTE) Standards College and Career Readiness	Provide training to all staff in the use of technology	• Provide teacher training on the use of instructional technology and online tools to support student learning • Provide teacher training to integrate technology across the curricula • Provide the District stakeholders with training related to the ISTE standards
4 Commit to anti-racism to address disproportionality and provide equitable access	Social Emotional Learning Culturally Responsive and Sustaining Education Response to Intervention	• Provide professional development that promotes staff understanding of differences in student learning styles. • Provide professional development in culturally responsive teaching and culturally sustaining pedagogy	• Provide staff with strategies to address the needs of English Language Learners • Provide training in differentiated instruction, using disaggregated data • Provide RtI academic and behavioral interventions • Provide training in school violence and bullying prevention and intervention strategies • Provide training regarding students with special needs (social, emotional, physical, gifted, special education) and systemically marginalized populations
5 Provide programs, resources, and sustained support for growth and assessment at all stages of the teaching profession.	Support high expectations for staff	Provide support for APPR requirements	• Train teachers on the NYS Teacher Evaluation Process • Continue to provide resources for teachers on the Danielson Framework for Teaching (Rubric 2011) • Continue to provide resources for teachers on the management of

Objective	Initiatives	Strategies	Activities
			data required to fulfill APPR requirements • Provide Cognitive Coaching refresher training for instructional coaches • Continue to provide teachers training and/or opportunities to participate in Professional Learning Walks
6 Provide mentoring for first-year teachers.	Support high expectations for staff Increase capacity for staff through onboarding activities during new staff orientation focused on a variety of topics including but not limited to the Code of Character, Conduct, and Support	• Ensure that all new teachers are mentored in their first year in the District to comply with NYSED regulations through the Wheatland-Chili Mentoring Program. • Provide a process and structure for professional certificate holders to document continuing teacher and leader education hours for maintaining the validity of certification	• BOCES workshops and outside conferences • Ongoing mentor – mentee meetings • Mentor training • Certification training (documentation of professional development hours – 100 hours every five years). The District-approved activities for these hours can be found on the District's website and in this PDP document. http://www.wheatland.k12.ny.us

The guide for the Wheatland-Chili Central School District Teacher Mentoring Program can be found in the appendix of this plan.

Evaluation

The goal of professional learning is to establish correlations and evidence that link professional learning initiatives with measurable progress toward mutually established goals and objectives focused upon promoting increased student achievement. In turn, such data will be utilized to inform planning of future professional learning offerings.

Thomas R. Guskey's research-based framework for evaluation of professional learning involving collection and analysis of five levels of information will be utilized. These five critical levels of professional learning evaluation include:

1. participants' reactions to the experience.
2. participants' learning from the experience.
3. impact on organizational change.
4. participants' use of new knowledge and skill.
5. student learning outcomes.

Not all five levels of evaluation will be applied to all professional learning.
Frontline Professional Growth, the professional learning management system used by Wheatland-Chili, requires the completion of an evaluation following each professional learning program, whether it is held in or out-of-district. To receive a certificate of completion, the evaluation must be completed. The evaluation includes questions about the quality of the presenter and presentation style, as well as how content learned will be disseminated among colleagues. Study group participants are required to create a "product" demonstrating learning.

(Resources available Guskey's framework for evaluation can be found in the Appendix of this document.)

Examples of data that may be used to evaluate the effectiveness of the Professional Learning Program include:

- Workshop attendance and participant feedback forms
- Surveys of various stakeholder groups
- Evaluation rubrics
- Reports (e.g. videos, faculty presentations)
- Student performance on NYS and locally selected assessments (STAR assessments – ELA and Math)
- Observation of classroom instruction
- Follow-up reports from participants to evaluate long-term impact
- Focus groups – informal & formal
- Pathway to Excellence: Plan for Growth and Improvement
- Wheatland-Chili Central School District Annual Professional Performance Review plan
- Mentor program evaluations
- Instructional coaching evaluation
- District Curriculum Council feedback
- New York State School Report Cards

The Professional Learning Planning Team/Teacher Center Policy Board will do an annual review of the District's Professional Learning Plan and submit revisions for approval by the Board of Education.

Continuing Teacher and Leader Education

Continuing Teacher and Leader Education (CTLE) Requirements

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are 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.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in 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 English language learners.

Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.

All teachers must register with TEACH to maintain active certification. Teachers who have obtained NYS certification on or after February 2, 2004 are required to complete 100 hours of continuing teacher and leader education every five years after registration in TEACH. Registration in TEACH begins July 1, 2016 and must be completed by the registering teacher's birthday month. All other staff is encouraged to maintain this same benchmark.

If you have any questions, please contact the Human Resource Manager's Office at Ext. 6282.

Approved Activities for
100 Hours Continuing Teacher and Leader Education

Approved Activity	Hours
1. Professional Development Workshops (attendance)	Actual seat hours
2. Professional Development Workshops (presenter)	Planning hours
3. College Course	15 hours per 1 college credit
4. Superintendent Conference Day, per agenda	Agenda hours, if designated as PL
5. Faculty Meeting, per PD agenda	Agenda hours, if designated as PL
6. Mentoring New Teachers	30 hours per 5-year reporting period
7. Completion of entire National Board Certification program (within 5 year window)	100 hours
8. Academic Committee Membership (District and building)	Agenda hours, if designated as PL
9. Participation in study group activities	Approved hours
10. Curriculum writing	Actual hours
11. Training for scoring state assessments	Actual hours
12. Service as an elected officer or board member in an educational organization	Agenda hours, if designated as PL
13. Published articles in professional journals	25 hours per published article
14. Online training, not required by the District	Actual course hours
15. Approved educational leaves	To be determined on a case-by-case basis
16. Policy Board membership	Agenda hours, if designated as PL
17. Participation in approved pilot program	To be determined on a case-by-case basis
18. NYSTCE "assessor" or test development committee member	Actual hours
19. Development of Regional and/or Statewide Curriculum	Actual hours
20. Grant writing	15 hours per approved grant
21. Sponsoring a student teacher	25 hours per 5-year reporting period
22. Sponsoring a student practicum/observer	1 hour per day
23. Data Driven Instruction (DDI) meetings	Actual hours
24. Other activities approved by the District	To be determined on a case-by-case basis

Wheatland-Chili Central School District
Continuing Teacher and Leader Education

Certificate Holder: _____

Certificate Title: _____

Last four digits of SSN _____

5-Year Period: _July 1, 2016_ to June 30, 2021_____

Activity Title	Provider Name and CTLE provider number	Date(s) and Location	Choose 1 or more area of activity			Total Hours
			Pedagogy	Content	ELL	

I certify that the individual listed above completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education

_____ _____   _____ _____
Signature of Certificate Holder   Date   Signature of Approved Certifying Officer   Date

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Wheatland-Chili Central School District
Continuing Teacher and Leader Education

Certificate Holder: __Jane Fakename___   Certificate Title: _____

Last four digits of SSN __####_____   5-Year Period: _July 1, 2016_ to June 30, 2021_____

Activity Title	Provider Name and CTLE provider number	Date(s) and Location	Pedagogy	Content	ELL	Total Hours
Getting the School Year Off to a Good Start	Wheatland-Chili Teacher Center ########	Sept 8, 15, 23 2016 WCCSD	X			5.5
60 Books in 60 minutes	Wheatland-Chili Teacher Center ########	Nov 22, 2016 WCCSD		X		1
PBS online course: Online Site that Motivate Student to Write	Wheatland-Chili Teacher Center ########				X	8
Learning Smarter: Study Skills for the 21st Century	Genesee Valley BOCES ######	January 20-21, Syracuse, NY	X		X	12
Supervised Student Teacher	Wheatland-Chili Central School District ######	Sept 1-October 15, 2016	X	X	X	60
Member of New York State Computers and Technology in Education	NYSCATE ######	Membership 2016-2017	X		X	1
Superintendent Conference Days	Wheatland-Chili Central School District ########	Sept 1, October 13, March 7, WCCSD	X			18

I certify that the individual listed above completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education

_____ _____   _____ _____
Signature of Certificate Holder   Date   Signature of Approved Certifying Officer   Date

Appendix

Wheatland-Chili Central School District
Teacher Mentoring Program

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

Why Mentoring?

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

Governance

The Teacher Mentor Program is a joint effort of the District, the Federation of Teachers, and the Teacher Center. As such, it is governed by a Board representing all three parties. The Board consists of two administrators, two teachers, and the Teacher Center Director. The administrators serving on this Board are selected by Superintendent. The teachers serving on this Board are selected by the Federation. We recommend a two year term to provide consistency. The Teacher Center Director will serve on the Board as part of his/her job duties.   This group will make recommendations for the planning and execution of an effective and supportive mentoring experience for all new teachers hired by the district effective September 1, 2004. This Board is also responsible for the maintenance and execution of this plan, subject to Board of Education approval and budget allocations.

Expectations

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

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

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

Roles and Responsibilities

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

other Mentors on improving delivery of services to all new teachers as part of the evaluation of program effectiveness. Mentors may meet up to twice annually with the Governance Board for the purpose of evaluating the effectiveness of the overall program.

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

Relationship to the New Teacher Induction Program

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

Relationship to the Administration

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

Mentor Selection and Training

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

Matching Process

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

Topics Suitable for the Mentoring Relationship

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

Confidentiality

All conversations between the Mentor and Mentee should be strictly confidential. The Mentor is specifically barred from discussing with the Mentee's supervisor any concerns or suggestions for improvement that are raised as part of the Mentoring

relationship. Only instances of illegal or immoral activity that could affect the health and safety of children or other adults disclosed in observation or discussion as part of a Mentoring relationship may violate this understanding. Mentoring is a purely non-evaluative and supportive activity and has no relationship to the supervision of district personnel.

Documentation and Communication

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

Complaints and Concerns

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

Evaluation of the Mentor Program

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

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

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

Wheatland-Chili Central School District
Mentoring Topic Schedule
Elementary

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

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

- Electronic solutions:

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

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

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

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

- Preparing for the first day of school:

  - Tour school,
  - review class rosters,
  - review IEP/504 and medical alerts,
  - review teaching schedule (supervisory period, lunch period, AIS),
  - Back-to-school Picnic
  - room design,
  - purchase request/supplies,
  - copy requests,
  - connect to Recordex board

  - Scholastic Literacy Hub/120-minute block
  - Second Step Program and classroom management procedures
  - Code of Character, Conduct, and Support

- Sunshine Committee

September

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

October

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

November/December

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

January/February

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

March

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

April

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

May

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

June

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

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

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

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

- Electronic solutions-

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

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

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

- Planning for the 1st Days:
  - Tour school,
  - review class rosters,
  - review IEP/504 and medical alerts,
  - review teaching schedule (supervisory period, lunch period, AIS),
  - room design,
  - supplies,
  - purchase request procedures,
  - copy requests,
  - connect to Recordex board
  - Code of Character, Conduct, and Support

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER/DECEMBER

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

JANUARY/FEBRUARY

- 2nd Quarter Report Cards
- Staff Development Opportunities – Frontline Professional Growth
  - Teacher Center Courses

- - Workshops
  - Study Groups
  - Professional Learning Walks
- District/Building Level Committee Participation
- Participation in the Annual Review/504/IST Process
- *Mid-year Review on Mentoring Relationship/Needs Assessment*
- *Mentor Program Evaluation*

MARCH

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

APRIL

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

MAY

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

JUNE

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

Application for Instructional Coaching Program

The Instructional Coaching Program is professional development that provides teachers with peer coaching to improve their teaching practice based on the components in Danielson's Annual Professional Performance Review Framework. This voluntary professional development opportunity is available for all teachers for professional growth, and may also be used as a strategy for support as part of a Teacher Improvement Plan.

Requirements for participants accessing the Instructional Coaching Program include:
- complete an application
- participate in non-evaluative pre/post conferences, and peer observations
- write a reflection summary of the Instructional Coaching Program upon completion

Instructional Coaching participants will be granted up to ten in-service hours per semester for coaching that occurs outside of the school day.
_____

1. Name:

2. School:

                  Grade Level:

3. Identify the Domain and Components that will be addressed during your Instructional Coaching. Use the descriptions from The Framework for Teaching Evaluation Instrument 2011 Edition to explain your opportunities for growth. Attach a separate sheet to respond to this question.

Domain 1: Planning and Preparation	Rubric Scores	Domain 2: Classroom Environment	Rubric Scores
1a. Demonstrating Knowledge of Content and Pedagogy		2a. Creating an Environment of Respect and Rapport	
1b. Demonstrating Knowledge of Students		2b. Establishing a Culture for Learning	
1c. Setting Instructional Outcomes		2c. Managing Classroom Procedures	
1d. Demonstrating Knowledge of Resources		2d. Managing Student Behavior	
1e. Designing Coherent Instruction		2e. Organizing Physical Space	
1f. Designing Student Assessments			
Domain 1 Rubric Scores	/6	**Domain 2 Rubric Scores**	/5
Domain 1 Average		**Domain 2 Average**	

Domain 4: Professional Responsibilities	Rubric Scores	Domain 3: Instruction	Rubric Scores
4a. Reflecting on Teaching		3a. Communicating With Students	
4b. Maintaining Accurate Records		3b. Using Questioning and Discussion Techniques	
4c. Communicating with Families		3c. Engaging Students in Learning	
4d. Participating in a Professional Community		3d. Using Assessment in Instruction	
4e. Growing and Developing Professionally		3e. Demonstrating Flexibility and Responsiveness	
4f. Showing Professionalism			
Domain 4 Rubric Scores	/6	**Domain 3 Rubric Scores**	/5
Domain 4 Average		**Domain 3 Average**	

Return this application to the Teacher Center as soon as possible.