Wheatland-Chili Central School District
Professional Development Plan

2016 - 2019

13 Beckwith Ave.
Scottsville, New York 14546
This plan is submitted for the year beginning July 1, 2016 by the Wheatland-Chili Central School District Professional Development Planning Council in accordance with Subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education

Dr. Deborah Leh – Superintendent  
Professional Development Planning Council/Wheatland-Chili Teacher Center Policy Board

<table>
<thead>
<tr>
<th>Number</th>
<th>Constituency</th>
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<tr>
<td>8</td>
<td>Public School Teachers designated by the bargaining unit make-up at least 51% of Council membership.</td>
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<tr>
<td></td>
<td>Erin Ayers</td>
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<td>Ann Bayer</td>
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<td>Linda Giroud</td>
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<td>Amy Hicks</td>
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<td>Denise Hourihan</td>
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<td>Kimberly LaCelle</td>
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<td>Pamela Merritt</td>
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<td>Tracy Meyer</td>
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<td>1</td>
<td>Professional Development Planning Team Member designated by the Board of Education</td>
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<td>Jennifer Sinsebox</td>
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<td>College Representative</td>
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<td>Carol Godsave</td>
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<td>Business and Industry Representative</td>
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<td>Camille Martina</td>
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<td>1</td>
<td>Parent Representative</td>
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<td></td>
<td>Kristen Hotaling</td>
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<tr>
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<td>Other Representative(s)</td>
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<td></td>
<td>Patricia Bruno</td>
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<td>Dr. Deborah Leh</td>
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<td>Margaret Wright</td>
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<td>Eric Windover</td>
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<tr>
<td></td>
<td>Karen Murray (Our principals share one position on the TC Policy Board and PDP Board. )</td>
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Total Number 15

- Elementary Teacher
- Elementary Teacher
- Elementary Reading Specialists
- Middle School Teacher
- High School Business Teacher
- Middle/High School Science Teacher
- Elementary Teacher
- Elementary Teacher
- Director of Curriculum
- SUNY at Brockport
- Martina Educational Consulting Service
- Parent
- WC Fed. of Teachers Pres.
- WC District Superintendent
- Elementary Principal
- Middle/High School Principal
- Assistant Principal of both Elementary and Middle/High School
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## Appendix

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- Frequently Asked Questions About Professional Development for Certification
- Wheatland-Chili Central School District Teacher Mentoring Program
- Mentoring Topic Schedule – Elementary
- Mentoring Topic Schedule – Middle/High School
- Instructional Coach Application
- Rubric for the Instructional Coach Application
- Application for Instructional Coaching Program
Needs Analysis for Professional Development Plan
(Used by the Wheatland-Chili Teacher Center for Determining Faculty/Staff Professional Learning)

The goal for Wheatland-Chili Central School District’s Professional Development 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 learning, social, and emotional needs of diverse learners.

The following items are analyzed regularly to determine the focus and content of the Professional Development 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 assessments
- Locally selected assessments
- Student Learning Objectives
- Universal screening
- 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)
- Professional development needs assessment
- District improvement plan
- WCCS Annual Professional Performance Review
- Workshop participation and evaluation
- Mentor program evaluations
- District Curriculum Council recommendations
- Parent/student/staff surveys
- DTSDE results
- Middle States Accreditation findings
**Goals for Wheatland-Chili Central School District’s Professional Development**

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

- improving student learning through best teaching practices.
- using data to guide professional development.
- integrating technology into instructional delivery.
- increasing awareness and sensitivity regarding the diversity of all students.
- providing professional development opportunities for all staff.
- mentoring new teachers.
- providing instructional coach opportunities.

**Approved Vendors and Independent Consultants**

The content of the Wheatland-Chili Central School District's professional development plan is being supported in part by Monroe 2 BOCES, RBERN, RSE-TASC, RIC, New York State Teacher Centers and approved vendors. These vendors include:

- GeneSystems, Inc.
- Ellen Rossetti
- Carolyn Malstrom, Project Lead The Way (PLTW)
- Rochester Institute of Technology, PLTW
- Jan Lutterbein
- Candi McKay
- Mark Bower
- Laurie Hedges
- Stephanie Pelcher
- Rubicon Inc.
- Star/Renaissance Learning
- SchoolWires, Inc.
- Ann Mitchell & Brenda Kaylor, Just Ask! Publications
- Minex/SchoolTool
- Rochester Area Literacy Council (RALC)
- New York State Middle School Association (NYSMSA)
- Leadership for Educational Achievement Foundation, Inc. (LEAF)
- Association of Math Teacher of Rochester Area (AMTRA)
- Bureau of Educational Research (BER)
- Science Teachers Association of New York State (STANYS)
- New York State Art Teachers Association (NYSATA)
- Monroe Community College (MCC)
- Genesee Valley Association of Supervision and Curriculum Design (GVASCD)
Objectives, Initiatives, Strategies, Activities, Evaluation Standards

Objective No. 1: Improve student learning through best teaching practices.

Initiatives:

- Standards based instruction
- Specially designed instruction
- Data driven instruction
- 21st Century Instruction
- K-12 STEM
- Technology integration
- Balanced literacy

Strategy:

- Provide a variety of opportunities to participate in professional development offerings.

Activities:

- 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
- websites (www.teachingchannel.org)
- Professional Learning Walks
- other learning opportunities
- Cognitive Coaching
**Objective No. 2: Use data to establish professional development that supports Federal and State initiatives, and District/School Improvement Plans.**

**Strategy:**

- Provide programs based on NYS initiatives and Board of Education priorities, District’s strategic plan, school improvement plans, New York State Learning Standards to improve student learning.

**Activities:**

- Professional development needs assessment
- Collect and analyze data from a variety of sources (State assessments, local assessments, universal screening tool for ELA and Math, intervention programs)
- Use of data to inform instructional decisions (School Based Inquiry Teams, Student Support Teams)
- Follow the District curriculum review process and cycle

**Objective No. 3: Integrate technology into instructional delivery aligned with the District’s Technology Plan. The Wheatland-Chili Technology Plan is available on the school website.** [http://www.wheatland.k12.ny.us](http://www.wheatland.k12.ny.us)

**Strategy:**

- Provide training to all staff in the use of technology.

**Activities:**

- Provide teacher training on the use of technology and web and cloud based computing tools such as blogs, wikis, podcasts, Microsoft Office 365, online courses, social media, etc.
- Provide teacher training to integrate technology across the curricula, promoting 21st century skills.
- Provide teacher training on the use of technology devices such as interactive whiteboards, digital projectors/cameras, mobile labs, document cameras and tablets.
- Provide the District stakeholders with digital citizenship.
Objective No. 4: Increase awareness and sensitivity about the diversity of all students.

Strategies:

- Provide professional development that promotes staff understanding of differences in student learning styles.
- Provide professional development in diversity awareness and cultural competence.

Activities:

- Provide staff with strategies to address the needs of English Language Learners.
- Provide training in differentiated instruction.
- 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).

Objective No. 5: Provide programs, resources, and sustained support for growth and assessment at all stages of the teaching profession.

Strategy:

- Provide support for APPR requirements.

Activities:

- 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 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
**Objective No. 6: Provide mentoring for new teachers.**

**Strategy:**

- 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.

**Activities:**

- 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. [http://www.wheatland.k12.ny.us](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 development is to establish correlations and evidence that link professional development 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 development offerings.

Thomas R. Guskey’s research-based framework for evaluation of professional development involving collection and analysis of five levels of information will be utilized. These five critical levels of professional development 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 development. The Teacher Center may use Joellen Killion’s model of evaluating professional development in addition to other professional development evaluation tools.
(Resources available on both Guskey’s and Killion’s frameworks 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 Development Program include:

- Participant feedback forms
- Surveys of various stakeholder groups
- Evaluation rubrics
- Reports (e.g. podcasts, faculty presentations)
- Student performance on NYS and locally selected assessments (Achieve3000, STAR assessments – ELA and Math)
- Observation of classroom instruction
- Follow-up reports from participants to evaluate long-term impact
- Focus groups – informal & formal
- District Improvement Plan
- WCCSD Annual Professional Performance Review
- Workshop attendance
- Mentor program evaluations
- Instructional coaching evaluation
- District Curriculum Council feedback
- New York State School Report Cards

The Professional Development Planning Team/Policy Board will do an annual review of the District’s Professional Development Plan and submit revisions for approval by the Board of 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.

As a District, we are responsible for reporting the hours completed by each Professional Certificate holder employed 90 days or more during each year. We must also maintain records for seven years, as they are subject to audit. Certificate holders must maintain their personal records. CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program.

On this page, you will find resources to answer questions that you may have, as well as the District’s PD reporting form and a yearly planning tool to ensure that you are properly planning for this important requirement. Please submit the reporting forms at the end of each semester so that we can report your development in the TEACH system.

If you have any questions, please contact the Superintendent’s Office at Ext. 6247.
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<tr>
<th>Approved Activity</th>
<th>Hours</th>
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<tr>
<td>1. Professional Development Workshops (attendance)</td>
<td>Actual seat hours</td>
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<td>2. Professional Development Workshops (presenter)</td>
<td>Planning and Presentation hours</td>
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<td>3. College Course</td>
<td>15 hours per 1 college credit</td>
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<td>4. Superintendent Conference Day, per PD agenda</td>
<td>Agenda hours, if designated as PD</td>
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<tr>
<td>5. Faculty Meeting, per PD agenda</td>
<td>Agenda hours, if designated as PD</td>
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<tr>
<td>6. Mentoring New Teachers</td>
<td>Actual hours</td>
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<tr>
<td>7. Completion of entire National Board Certification program (within 5 year window)</td>
<td>100 hours</td>
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<td>8. Academic Committee Membership (District and building)</td>
<td>Agenda hours</td>
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<tr>
<td>9. Participation in study group activities</td>
<td>Approved hours</td>
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<tr>
<td>10. Participation in collaborative data analysis over time to make decisions about instruction</td>
<td>Actual hours</td>
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<tr>
<td>11. Engage in professional reading with reflective written response (added to personal professional portfolio in MyLearningPlan)</td>
<td>5 hours per year</td>
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<td>12. Curriculum writing</td>
<td>Actual hours</td>
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<td>13. Training for scoring state assessments</td>
<td>Actual hours</td>
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<td>14. Membership in national, state, or local educational professional organizations</td>
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<td>15. Service as an elected officer or board member in an educational organization</td>
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<td>16. Published articles in professional journals</td>
<td>25 hours per published articles</td>
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<td>17. Online training not required by the District</td>
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<td>18. Approved educational leaves</td>
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<td>19. Policy Board membership</td>
<td>Actual agenda hours</td>
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<td>20. Participation in approved pilot program</td>
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<tr>
<td>21. NYSTCE “assessor” or test development committee member</td>
<td>Actual hours</td>
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<td>22. Development of Regional and/or Statewide Curriculum</td>
<td>Actual hours</td>
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<td>23. Grant writing</td>
<td>15 hours per approved grant</td>
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<td>24. Sponsoring a student teacher</td>
<td>10 hours per week</td>
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<td>25. Sponsoring a student practicum</td>
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<td>26. NYSUT offerings</td>
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<td>27. Other activities approved by the District</td>
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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_______

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<th>Activity Title</th>
<th>Provider Name and CTLE provider number</th>
<th>Date(s) and Location</th>
<th>Choose 1 or more area of activity</th>
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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 __________
Certificate Holder:  __Jane Fakename__
Certificate Title:  ________

Last four digits of SSN  __####__

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

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<th>Activity Title</th>
<th>Provider Name and CTLE provider number</th>
<th>Date(s) and Location</th>
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<td>Getting the School Year Off to a Good Start</td>
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<td>60 Books in 60 minutes</td>
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<td>PBS online course: Online Site that Motivate Student to Write</td>
<td>Wheatland-Chili Teacher Center #######</td>
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<td>Learning Smarter: Study Skills for the 21st Century</td>
<td>Genesee Valley BOCES #######</td>
<td>January 20-21, Syracuse, NY</td>
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<td>Supervised Student Teacher</td>
<td>Wheatland-Chili Central School District #######</td>
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<td>Member of New York State Computers and Technology in Education</td>
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<td>Superintendent Conference Days</td>
<td>Wheatland-Chili Central School District #######</td>
<td>Sept 1, October 13, March 7, WCCSD</td>
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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
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 first year 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. The In-District Mentoring Program is meant to supplement, not supplant, that Induction process, and to focus less on instructional issues and more on the practical and pragmatic aspects of the job. A listing 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 will meet twice annually with the Governance Board for the purpose of evaluating the effectiveness of the overall program.

The new teacher will seek the advice 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 Administration**

The Mentoring Program is meant to support the success of all first year teachers 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 must 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 Governance Board will select and approve from among the applicants on an annual basis who will be trained and made available to serve as Mentors. Each year, 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 first year teachers. 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 will 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 will be made 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 have been aligned with the District Calendar as to assist with school activities that arise 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)
- **Electronic solutions:** Que, Achieve3000, Atlas (curriculum maps), STAR, SchoolTool, RtIM Direct/IEP Direct, Oasys, Outlook e-mail, sign-up calendars, SEMS (personal day, sick day, family day, field trip, professional development, etc), Intranet, website creation (SchoolWires), active directory, copy codes, phone set-up, My Learning Plan
- **APPR:** Observations, Domains, Professional Learning Walks, Danielson Rubric, calendar of observations, pre and post forms, lesson plan forms, evidence collection, tip sheets
- **Preparing for the first day of school:** tour school, class rosters, review IEP, 504, and medical alerts, review teaching schedule, AIS, room design, bulletin boards, supplies, textbooks, purchase order procedure, submit copy requests
- Prepare lesson plans/back-to-school activities
- Field trip procedures
- SLO’s
- Guided reading with assessment
- Guided reading management (The Daily 5, and Café)
- Leveled book room – how to sign out books
- Olweus Program, behavior matrix, and classroom management procedures
- WCFT: Purpose, meetings
- Sunshine Committee

September

- Create substitute folder
- Review SMART Exchange and SMART Notebook Express websites
- **Technology topics:** Destiny, review electronic websites through the library website, how to check out mobile carts, lab, iPads
- Dress code for students and teachers
- Parent Information Night/Family Picnic
- Progress Notes/Report Cards/other recordkeeping tasks
  - 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
  - GAN (Greatest Area of Need) Statement
  - Curriculum Review (Modules, Project Lead the Way, ESP kits)
October

- Review Teacher Contract and Create Personal Professional File
  - Salary agreement, pay stubs, observations, in-service classes/credits, 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 Trimester 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
- Mentor Program Evaluation

January/February

- Staff Development Opportunities
  - Teacher Center Courses
  - Workshops
  - Study Groups
- 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 of Curriculum Maps/Modules
- Review Classroom Management Procedures
- Professional Library/BOCES Services/WXXI

April

- End of the Year Evaluations/Final Examinations
- Mentor Program Evaluation
- Review Report Card Preparation
- Parent/Teacher Conferences
- Extra-Curricular Advisorship
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
- Summer School Recommendations

June

- End of the Year Procedures
- Complete 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 arise 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)
- Electronic solutions- QueCenterAchieve3000, Atlas (curriculum maps), STAR, Apex, SchoolTool, RTiM/IEP direct, Oasys, Outlook e-mail, Sign-up calendars, SEMS (personal day, sick day, family day, field trip, professional development etc), Castle Learning, Intranet, Website creation (School Wires), Naviance, My Learning Plan, active directory, copy codes, phone set up, unlock YouTube
- APPR- Observations, Domain, Learning Walks, Danielson Rubric, Calendar of observations, pre and post forms, lesson plan forms, evidence collection, tip sheets
- Human Resources- contract, payroll, contact information for business office, administrators, Win Cap
- Preparing for First day- class rosters, review IEP, 504, and medical alerts, review teaching schedule (supervisory period, lunch period, AIS), room design, supplies, purchase order procedure, submit copy requests
- Field Trip Procedures
- WCFT
- SLOs

SEPTEMBER

- First day information- meeting schedules, progress and grade report due dates, teacher contact information, grade book, Discipline/Code of Conduct/Student Handbook, Emergency Procedures/School Safety Plan/Right to Know, fire drills, Athletic eligibility
- Technology – How to check out mobile carts, lab, iPads, library space (presentation area, reference room, main library), library computers
- Dress code for students and teachers
- Olweus expectations, The Wildcat Ways/behavior matrix
- Copy Center procedures
- GAN (Greatest Area of Need) Statement

OCTOBER

- Review Teacher Contract and Create Personal Professional File
- Salary Agreement, Pay Stubs, Observations, In-Service Classes
- Credits, Sick, Personal, Family Sick Days, Employees 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 & In School Suspension
• Professional Learning Walks & Collaborative Conversations

**NOVEMBER/DECEMBER**

• First Quarter Report Cards/Athletic Eligibility (November)
• Progress Reports (December)
• Honor Roll Breakfast (Grades 6-12)
• PTA, BOE, WCFT, Staff & Department Meetings
• Review Curriculum Maps/Units in Atlas
• Budget/Requisition Procedures
• Local/State Assessments
  • Midterms
  • Regents
  • State Exams
• Holiday Celebrations/Volunteer Service Projects

**JANUARY/FEBRUARY**

• 2nd Quarter Report Cards
• Staff Development Opportunities
• Teacher Center Courses
• Workshops
• Study Groups
• District/Building Level Committee Participation
• Participation in the Annual Review/504/IST Process
  • **Mid-Year Review on Mentoring Relationship/Needs Assessment**

**MARCH**

• 8th Grade State Assessments
• Review of Curriculum Maps/Units
• Professional Library/BOCES Services/WXXI
• Progress Reports

**APRIL**

• End of the Year Evaluations/Final Examinations
• 3rd Quarter Report Cards
• Parent/Teach Conferences
• Extra Curricular Advisorship

**MAY**

• Progress Reports
- Class List/Placements for Next Year Recommendations
- End of Year Strategies (Order Supplies for Next Year)
- Summer Continuing Teacher and Leader Opportunities
- **Mentor Program Evaluation**

**JUNE**

- End of Year Procedures (maintenance requests, checklist)
- Complete Requisitions
- Prepare Room for Summer (label room # on furniture, store personal items, store textbooks)
- Final Exams
- Field Days
- Review Final Record Keeping Procedures
- Complete “green cards” for Counseling Center
- Final Report Card
- Copy Exam Wrappers (keep one for yourself, one to counseling)
- Final Report Card

**Thematic Option for Mentor Topics**
<table>
<thead>
<tr>
<th>Online</th>
<th>APPR</th>
<th>Lesson Prep/Strategies</th>
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<td>Seating Chart</td>
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<td>Learning Walks</td>
<td>Supplies/Purchase Orders</td>
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<td>Planning</td>
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<td>Assessments</td>
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<td>Units</td>
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<td>Copy Codes/Copy Center</td>
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<td>GANs</td>
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<td>Supplies/Purchase Orders</td>
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<td>Parent/Teacher Conferences</td>
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<td>Report Cards</td>
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<td><strong>Technology</strong></td>
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<td>Mobile Carts</td>
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<td>Study Hall/Learning Center</td>
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<td>In-School Suspension &amp; Student Support</td>
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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.

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Domain 2: Classroom Environment</th>
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<tbody>
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<td>1b. Demonstrating Knowledge of Students</td>
<td>2b. Establishing a Culture for Learning</td>
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<td>1c. Setting Instructional Outcomes</td>
<td>2c. Managing Classroom Procedures</td>
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<td>1d. Demonstrating Knowledge of Resources</td>
<td>2d. Managing Student Behavior</td>
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<td>1e. Designing Coherent Instruction</td>
<td>2e. Organizing Physical Space</td>
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<td>1f. Designing Student Assessments</td>
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Domain 1 Rubric Scores /6  Domain 2 Rubric Scores /5
Domain 1 Average  Domain 2 Average

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Domain 3: Instruction</th>
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<td>3a. Communicating With Students</td>
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<td>4b. Maintaining Accurate Records</td>
<td>3b. Using Questioning and Discussion Techniques</td>
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<td>4c. Communicating with Families</td>
<td>3c. Engaging Students in Learning</td>
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<td>4d. Participating in a Professional Community</td>
<td>3d. Using Assessment in Instruction</td>
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<td>4e. Growing and Developing Professionally</td>
<td>3e. Demonstrating Flexibility and Responsiveness</td>
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<td>4f. Showing Professionalism</td>
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</table>

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.