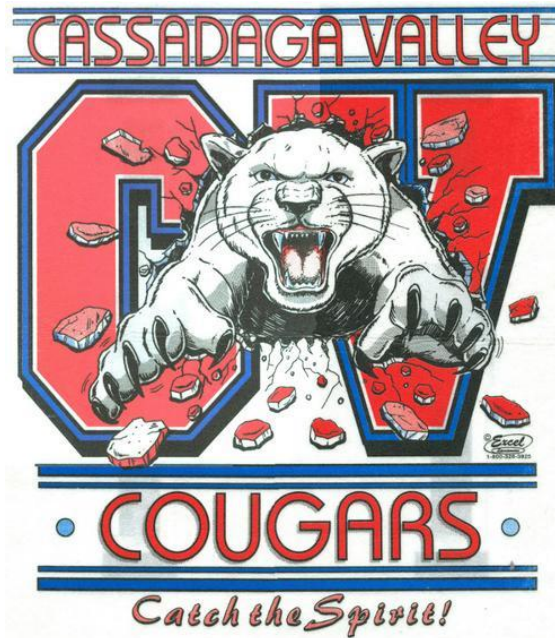


CASSADAGA VALLEY CENTRAL SCHOOL

Professional Development Plan

2020-2022



**Board of Education Adoption Date:
March 9, 2021**

Introduction

The contents of the Cassadaga Valley Central School District Professional Development Plan include two main components. The first component, “A Plan for Professional Growth and Participation” has as its goal the improvement of the quality of teaching and learning by ensuring that teachers participate in substantial professional development. This plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one’s competence and expertise.

The second component of the Cassadaga Valley Professional Development Plan is the “Mentoring Program”. The goal of the mentoring program in the district is to improve the quality of education through the collegial interaction of the entire staff – administrators, instructional leaders, classroom teachers, counselors, and support staff. Mentoring in our school district encourages excellence in the instructional program through good teaching, effective administrative leadership and supervision and support of students through school related personnel.

Cassadaga Valley Central School District

A Plan for Professional Growth and Participation

**CVCS Professional Development Committee
NYSED CR100.2**

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Cassadaga Valley Central School District

Cassadaga Valley Central School

Our Mission

“Our mission defines why we exist”

The mission of the Cassadaga Valley Central School District is to provide, through a dedicated staff and supportive community, a learning experience enabling our students to become responsible citizens who have a high degree of self-esteem; have the ability to think creatively and logically; manage personal resources; apply current technologies to their daily lives; understand the workings of our global society; and appreciate the contributions of the arts, philosophies and heritage.

Our Vision

“Our vision defines what success looks like for us”

The Valley is a safe place where people are encouraged to explore, learn and prepare for their future.

Our Values

“Our values identify the principles we believe should be embraced by both children and adults”

We value community, promoting civility and demonstrating empathy • **We value** the demonstration of kindness in all we do and say • **We value** the creation of safe space to learn and experience success
We value students and adults engaging together in authentic learning • **We value** thoughtful dialogue that respects a different opinion • **We value** fostering responsibility that will develop solution minded contributors • **We value** thinking about, understanding and appreciating the contribution of others • **We value** our past as we prepare for our future

PURPOSE

The purpose of this plan shall be to improve the quality of teaching and learning. By ensuring that teachers participate in substantial professional development, they will remain current with their profession and meet the learning needs of their students.

The principles upon which this plan is based are to:

- Improve learning and achievement for all students, teachers and staff
- Provide a safe environment for all students, teachers and staff
- Improve teacher and staff effectiveness
- Maintain high standards for all students, teachers and staff
- Enhance the intellectual stimulation of all students, teachers and staff
- Promote continuous, relevant teacher and staff learning

The CVCS Professional Development Committee has designed the following plan to ensure that each staff member is provided with job-embedded opportunities. This shall result in the growth and participation of all staff leading to improved quality job performance.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

Representatives from the district-wide Professional Development Committee are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes district staff, teachers and administrative representation. The representatives act as liaisons to the faculty members in each building. The Professional Development Plan recognizes and targets both district-wide and building-based initiatives.

As prescribed by the planning requirements, the authors of this plan include:

Marcy Sweetman, Director of Curriculum and Instruction
Steve Helwig- CVFA Union President/Teacher
Danyal Dahl- Parent
Kris Merrill- Teacher
Misty Zahm- Teacher
Sandi Askin-Teacher
Andy Cusimano-Teacher

NEW YORK STATE TEACHING STANDARDS

(Revised by the Board of Regents, September 2011)

The New York State Board of Regents has endorsed the following seven (7) teaching standards:

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard V: Assessment and Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

NEW YORK STATE PROFESSIONAL DEVELOPMENT STANDARDS

(Approved by the Board of Regents, February 2009)

Standard 1: Designing Professional Development

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices.

Standard 2: Content Knowledge and Quality Teaching

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

Standard 3: Research-based Professional Learning

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

Standard 4: Collaboration

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

Standard 5: Diverse Learning

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

Standard 6: Student Learning Environments

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family and Community Engagement

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

Standard 8: Data-driven Professional Practice

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

Standard 9: Technology

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

Standard 10: Evaluation

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

Continuing Teacher and Leader Education (CTLE) Requirements

The following information is from the June 1, 2016 memorandum of State law and regulation regarding registration, Continuing Teacher and Leader Education (CTLE) and the approval of those providing CTLE.

In March 2016, the Board of Regents advanced for public comment regulations to implement the new State Law (Section 3006 of the Education Law) related to registration, CTLE and the approval of sponsors providing CTLE.

Registration:

The new law requires, commencing with the 2016-2017 school year, that any holder of a:

- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate

to register with the Department every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES. As defined in the regulations, “practicing” means employed 90 days or more during a school year by a single applicable school in New York in a position requiring certification. A single day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid.

Registration will be completed through the TEACH system. The initial registration process will be staggered in the 2016-2017 school year to allow for future re-registrations to be distributed as equally as possible during the course of the year. The Regulations provide for the following registration periods:

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued prior to July 1, 2016**, they shall register during the 2016-2017 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration in the last year of each subsequent five-year period thereafter.
- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate **issued on or after July 1, 2016**, they shall be automatically registered, and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five-year period.

If a certificate holder is **not practicing**, or for any reason ceases to practice in New York, the certificate holder must notify the Department through the TEACH system that he/she is not practicing in a New York State school district or BOCES.

The law also states that a willful failure to register, or provide notice within 180 days of such change, *may* constitute grounds for moral character review. Since the law allows for discretion, and the Department recognizes that this is a transition period, we have no plans to pursue Part 83 moral character review for anyone who may fail to register or update their name and/or address.

In the event that a certificate holder who must register fails to do so, the Department will contact the individual several times to make them aware of their responsibility under the law. In addition, the Department has interpreted a “willful failure to register” to mean a failure to register after being notified of the need to register by the Department at least several times.

Continuing Teacher and Leader Education (CTLE):

The new law also requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing (see definition of practicing above) in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. This is a change from the current requirement of 175 hours for those who hold professional certificates and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

Consistent with the previously established professional development requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

- For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and
- For all other certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
- For those holding a Level III Teaching Assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

There is an exemption for teachers and school leaders employed in districts who possess a waiver from such CTLE requirements pursuant to Part 154 of the Commissioner’s Regulations if they have less than 5 percent (or 30) ELL students enrolled in the district. In those districts, teachers and school leaders will not have to meet this requirement.

For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit for purposes of this section. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education. (John L. D’Agati, June 1, 2016) www.highered.nysed.gov/tcert/

TEACHERS EXPECTED PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Professional growth and participation hours per year is the standard set by, but not limited to, Superintendent's Conference Days, the annual school calendar, and school site activities determined by each building.

Teachers are encouraged to participate in a minimum of 20 hours per year (100 hours in five years).

The following is from the CVFA contract:

- C. 1. Teachers assigned to the high school building shall attend all scheduled administratively conducted curriculum and in-service meetings, which may extend one-half (1/2) hour beyond the end of the teachers' school day.
2. Teachers assigned to the elementary buildings shall attend all scheduled administratively conducted faculty meetings, which may commence Wednesdays at 8:00 a.m. and end no later than 8:30 a.m., provided that there shall be no more than one (1) meeting per month nor more than ten (10) meetings per school year.
3. The District may require Elementary teachers to stay past the end of the work day for administratively conducted department, curriculum, or team meetings which may commence on Tuesday immediately following the regular school day and end no later than 4:30, contingent on the following:
- a. A Joint Advisory Council including teachers and administrators is formed to create the agenda and schedule for these meetings. If agreement cannot be reached on the agenda, the Superintendent and CVFA President will meet to resolve issues and will set an agenda.
 - b. Teachers attending these meetings will receive flex-time equivalent to the meeting time in blocks of 15 minutes allowing them to arrive at school later or leave earlier.
 - c. Flex-time must be used during the 5 next regularly scheduled school days.
 - d. Flex-time may not be used during the student day.
 - e. Curriculum based meetings are department, curriculum, or team meetings conducted for instructional purposes such as but not limited to the following:
 - i. Material to be taught at each grade level or in a given subject area.

C. Credit Hours:

For each credit hour of study in fields that can be related to the teacher's assignment, the District agrees to pay \$70.00 per credit hour for steps 1-18, \$140 for step 19 up to a total of sixty (60) credit hours. Adjustments in salaries will be made once a year, providing that verification of such work is filed with the Superintendent by October.

1. No payment shall be made for credit hours taken before provisional or initial certificate is obtained.
2. Payment shall be made only for credit hours for which the teacher completed coursework at an accredited institution offering the course.
3. No payment shall be made for courses in the field of administration in excess of nine (9) credit hours, per teacher, unless the Superintendent approves, in writing, credit hours in excess of nine (9).

It is agreed the terms of this provision do not affect payment for any hours earned prior to July 1, 1992, but those hours are counted toward the total of nine (9) referenced in this provision.

D. Any credit hours taken beyond the sixty (60) hour limit in B will be paid at the rate of \$60.00 per hour, for a one-time cost.

Continuing Teacher and Leader Education (CTLE) Sponsors

Sponsor Approval:

The law requires the Department to approve all CTLE sponsors. In order to become an approved sponsor, NYS school districts and BOCES will be required to submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the school district or BOCES as well.

Other entities that may become sponsors include:

Teacher centers

NYS institutions of higher education

Professional organizations and unions

Any other entity approved by the Department

Teacher centers, IHES, professional organizations and unions will be required to submit an attestation that the CTLE programs/coursework they provide will meet the rigorous CTLE requirements in the regulations. For all other entities, they will be required to apply to the Department on an application form prescribed by the Department, with an application fee of \$600, and they will have to demonstrate how they meet each of the CTLE requirements outlined in the regulation. Each sponsor will be approved for a five year period and will then be required to submit a renewal application. Entities will be included on a list of approved sponsors on the Office of Teaching website as they are approved. If a CTLE certificate holder is contemplating taking CTLE from an organization that is not already incorporated into a school district or BOCES CTLE plan, the CTLE certificate holder will need to check the Office of Teaching website to confirm that the organization providing the CTLE has been approved by the Department.

(John L. D'Agati, June 1, 2016)

CVCSD List of Contracted Entities or Individuals that will Provide CTLE

- Cassadaga Valley School District Administration and Teacher Leaders (Superintendent, Director of Curriculum & Instructional Technology, Building Principals, Department Chairs, turnkey faculty providers and teacher mentors)
- Erie 2 BOCES, Integrated Education Services
- Erie 2 BOCES, Distance Learning Department
- Erie 2 BOCES, Management Services
- Erie 2 BOCES, Science Resources Department
- Erie 2 BOCES, Regional Special Education Technical Assistance Support Center
- Erie 2 BOCES, Comprehensive Health and Wellness Department
- Erie 2 BOCES, Technology and Instructional Technology Resources
- Erie 2 BOCES, School Library System
- All [contracted entities](#) or individuals included in the Erie 2 BOCES Professional Development Plan
- Erie 1 BOCES, Administration and Operations

- Erie 1 BOCES, Educational Supports and WNYRIC Services
- Erie 1 BOCES, Instructional Resources Team
- Erie 1 BOCES, CSLO/Model Schools Technology Services
- Erie 1 BOCES, Distance Learning Department
- Erie 1 BOCES, Instructional Media Sources and Library Services
- Advancement Courses
- American Reading Company
- Audubon Community Nature Center
- Chautauqua Alcohol & Substance Abuse Council (CASAC)
- Chautauqua County Health Network
- Chautauqua County School Boards Association
- Chautauqua County School Boards Association
- Chautauqua County School Districts' Medical Health Plan
- Cummins
- DATAG
- Don Johnston, Inc.
- Dr. Bill Daggett
- Dr. Carol Dweck
- Dr. Timothy Rasinski
- Dresser Rand
- EngageNY
- Erie 2 BOCES Area Schools Self-Funded Workers' Compensation Consortium
- Forecast 5 Analytics
- Frontline Technologies
- Harris Beach LLP
- Harcourt Press
- Hodgson and Russ LLP
- Houghton Mifflin
- LCI: Learner Center Initiatives
- Management Advisory Group of NY
- McGraw Hill
- Model Schools- International Center for Learning
- Mr. Dennis Ford
- Mr. Harvey Silver
- Mr. Lee Crocket
- Mr. Myron Dueck
- Mr. Richard DuFour
- Mr. Richard Strong
- Mr. Robert Marzano
- Mr. Ron Berger
- Mr. Todd Whitaker
- Mrs. Angela Stockman
- Mrs. Lucy Calkins
- Mrs. Rebecca DuFour
- Ms. Jennifer Borgioli
- New York Learns

- New York State Education Department
- New York State United Teachers
- Northwest Insurance Services
- Pearson
- PLC Associates, Inc.
- Putnam / Northern Westchester BOCES
- Questar III BOCES
- Robert H. Jackson Center
- Roger Torrey Peterson Institute
- Rural Schools Association of New York State
- S.U.N.Y Fredonia, Jamestown Community College, University at Buffalo, Buffalo State University and other similar institutions not limited to by this list.
- School Administration Association of New York State (SAANYS)
- School Aid Specialists
- Scott Foresman
- Statewide School Finance Consortium
- Texas Instruments (Calculators)
- The OMNI Financial Group
- US Employee Benefits Services Group
- Utica National Insurance Group
- Western New York Educational Service Council
- Weston Keisnick
- Steve Barkley, PLS Associatiates

ASSESSMENT INSTRUMENTS

This professional growth and participation plan is aligned with the NYS Learning Standards and assessment program. Student learning gaps are identified by individual performance on the English Language Arts and Mathematics assessments (Grades 3-8); the Science assessment (grades 4 and 8); and in Grades 9-12, on the Regents and/or Common Core examination programs.

In addition, universal screening tools (Star), district-developed assessments, commercially available and teacher prepared assessments, local common assessments, regional common assessments and the quarterly and/or trimester report cards are all measures of benchmark performance used to determine student success and to articulate student needs.

We recognize that public education in New York is a standards-driven process with significant assessment experiences to provide accountability for the student, teacher, school and district. The role of administrators, curriculum coordinators, instructional leaders, grade-, team-, and department-level discussions aimed at analysis, diagnosis, and corrective action is of critical importance to filling learning gaps and providing classroom experiences for students to meet and exceed the standards.

This professional development plan is continuous and aligned with the Comprehensive District Educational Plan (CDEP) and each School Comprehensive Education Plan (SCEP), reflecting a multi-year approach to improve student performance. The CDEP will help shape future professional development plans.

The Cassadaga Valley Central School District is committed to supporting the development of effective teachers and administrators. To this end, the District engages in an evaluation process of all professional staff. In accordance with the Education Law 3012d, our district's APPR plan and practices were revised and detailed in our APPR plan submitted and approved by NYSED in July 2016.

DISTRICT PROFESSIONAL DEVELOPMENT GOALS ARE FOCUSED TO ACCOMPLISH THE FOLLOWING:

- Teachers will plan, analyze, and evaluate curriculum, assessments, and teaching strategies to better meet student needs and improve the performance of all.
- Teachers will continually gather, process, and apply information for improved instruction by continually updating their skills.
- Teachers will continually improve content knowledge, instructional strategies, use of instructional technology, pedagogical knowledge, and awareness of contemporary educational research and professional literature.
- Create a positive school culture that inspires students and staff to develop a strong sense of community and personal responsibility.

NEEDS ASSESSMENT SOURCES TO BE USED FOR PLANNING:

- Overview and Accountability Report: Comprehensive Information Report and New York State School Report Card
- Basic Educational Data System
- Comprehensive Assessment Report
- Special designation schools, Schools under Registration
- Review, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, social-economic status, and other special needs
- Locally selected assessment tools
- State benchmarks for student performance (Gap Analysis)
- National benchmarks for student performance - SAT, PSAT, ACT, AP
- Student aspirations
- Student surveys
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Standards-based Curriculum Maps
- Community employment opportunities
- Local examinations and report cards
- Parent surveys
- Exit Interviews with graduating students
- Exit interviews with retiring staff members
- Long Range Plan for Technology
- CDEP Reports in the Data Warehouse

APPROPRIATE ACTIVITIES

Guidelines

- Professional development should be shaped by teacher needs, as evidenced by results of Annual Professional Performance Reviews.
- A demonstrated increase in instructional methodologies and/or content knowledge is an expected outcome of an individual's professional development.
- Teachers must remain current in their knowledge base of content subject matter and instructional strategies.
- Teacher learning opportunities should be clearly constructed and based on research in effective teaching and NYS Professional Development Standards.
- Teachers can minimally meet professional development expectations by completing hours related to contractual obligations and planned activities on designated staff development days.
- Professional development activities/experiences must be assessed on an on-going and continuous basis to determine success of intended impact. Teacher feedback from professional development activities is used in planning and decision making to drive future PD opportunities.
- Professional development activities/experiences are aligned to curriculum rationale and available resources within the district.

The following categories of activities are considered acceptable activities and learning opportunities. Some may not yield CTLE credit.

Academic Course Opportunities

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and consultants, including independent professional development service providers.
- Coursework may or may not be in pursuit of an advanced degree, but the link to improvement of instructional technique or content knowledge needs to be paramount
- Coursework or other professional development events completed by a teacher to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

Teacher Learning Opportunities

- Groups of teachers coming together for case studies of student work and development
- Participation in regional and local scoring of State assessments
- Mentoring programs
- Action research projects (includes on-line research)
- Study (collegial) group activities, structured guided reflection activities focused on student learning
- Peer coaching
- Planning/developing curriculum

- Reviewing class performance data over time to make decisions about one's own professional development, based on student outcomes
- Collaborating on the development of new programs and instructional methods, including visitation to other classrooms and districts
- Erie 2 BOCES Consortium Groups
- Participation in regional, state, and/or national workshops and learning opportunities
- Faculty or staff meetings
- Pursuing National Board Certification or Re-Certification
- Participating in data analysis

Teacher Leadership Opportunities

- Service as a mentor
- Delivering professional development (e.g., conducting workshops)
- Development of Statewide curriculum, assessment item writing, or scoring activities
- Elected office in professional organizations
- Service on the State Professional Standards and Practices Board
- Participation in Professional Development School activities or other school-college teacher development partnerships
- Service as an instructional leader, coordinator, or building committee member

Other Educational Service

- Publishing in educational journals
- Presenting a major paper
- Developing and presenting a workshop at a district, state, or national conference
- Serving on district or building level shared decision-making (CR 100.11) committees
- Educationally-oriented community service

Recording and Verifying Hours

The new regulations require CTLE certificate holders to maintain a record of completed CTLE hours that includes:

- the title of the program,
- total hours completed,
- number of hours completed to help with ELLs,
- the providing sponsor's name (district, BOCES, teacher center, etc),
- Attendance verification, and
- date/location of program

These records are to be kept for three (3) years after the 5-year cycle in which they were applied.

It is the responsibility of the teacher (teaching assistant) to record his/her professional development hours. A Continuing Teacher and Leader Education (CTLE) Recordkeeping document will be provided by the district and is encouraged to be used. (attached).

ADMINISTRATION

The professional growth and participation for the district administration will honor the same expectations it proposes for teachers. Beyond the staff development goals for teachers, the administration has established an additional goal. That goal states: The District Administration will develop a common understanding, procedure, and criteria for the evaluation of all personnel.

Administrative staff development activities to achieve this goal include common substantive knowledge about performance standards, role expectations, observation items, student population, evidence of effectiveness, and the recording of information for evaluative purposes consistent with Education Law 3012d. To this end, administrative staff assigned to observe and evaluate teachers will meet the requirements outlined in Education Law 3012d to be deemed by the Superintendent of Schools as lead evaluators. This includes, but is not limited to, evaluation and observation training for all new administrators and on-going inter-rater reliability sessions to ensure consistency and reliability in our observation/evaluation practices.

The time to pursue these goals will be ongoing throughout the year in the format of summer in-service weeks, Superintendent's Conference Days, Administrative Cabinet agendas, in-service training, and the annual school year and day calendar.

SCHOOL-RELATED PROFESSIONAL

Our district believes that all of its employees share in the responsibility for creating an environment conducive to success for all students. We must continually reflect on the experiences provided for these students. Therefore, training and education will be made available to all SRP. This effort will result in an improved total school environment for our students as well as our staff.

The goal, therefore, is to provide training in student behavior management, instructional support, computer technology, emergency medical training, job-specific health and safety training, and legal issues.

EVALUATION

This plan will be evaluated for both individual and programmatic effectiveness. Effectiveness is measured by a resultant change in teacher/staff practice and behavior as well as attainment of our goals. The district staff will enhance the quality of teaching and learning for all through the processes of reflection and self-assessment, collaboration with peers, and extending a knowledgebase for improved instructional delivery. Interdependence with professional colleagues is the conceptual hallmark of this plan.

The implementation of the plan will be manifested in the efficient scheduling of time currently available by contract, calendar, and the creation of more hours through substitution and release time.

PLANNED ACTIVITIES

Goal 1 Student Achievement and Academic Programming

- o Provide a safe environment for the eventual return to school for all students.
- o Leverage the use of district technology to enhance learning opportunities for all students regardless of age or academic proficiency.
- o Support technology opportunities such as computer programming and Esports that will enhance our student's experience.

Objective:

The district has an expansive inventory of a variety of technological devices both for students as well as teachers in order to maximize teacher instructional practices and student learning outcomes (Tenet 3).

Through the use of teachers' engagement in strategic practices and decision-making, new educational opportunities will be open to students at CVCS.

Activities:

- Identifying technological engagement strategies to implement in the classroom
- Utilization of technology to increase communication and feedback between teachers, students and families
- Understanding career options that include technology
- Opportunities to include participation of all students within the school community

Goal 2 School Culture

- o Increase our focus on social and emotional wellness through meaningful community partnerships
- o Support increased opportunity for our faculty and staff to work together collaboratively

Objective:

Build continued understanding, commitment, and ownership of the implementation of Social Emotional Learning (SEL) competencies to support mental and emotional well-being. The school community identifies, promotes and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment

that is conducive to learning for all constituents. (Tenet 5)

Activities:

- Continue in understanding the competencies to support social and emotional learning (SEL)
- Making space for student choice
- Pedagogy and actions that build trust and community among students
- Cultivating a growth mindset for students and adults
- Opportunities for faculty and staff to share best practices

Goal 3- Improve by 10% per year for each subgroup

- Graduation rates
- Proficiency on 3-8 state exams
- Advanced Regents Diplomas

Objective:

Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement. (Tenet 4)

Activities:

- Standards-based learning needs based on a variety of data, including, but not limited to NYS assessment, STAR, and Common Formative Assessments.
- communication of progress toward academic skills on student progress reports.
- Use models to provide a clear vision of what quality looks like in order to improve proficiency.
- Use grade level Data Driven Instructional protocols for the purposes of RTI.
- Utilize and teach students to use formative assessment strategies to close the gap between current performance and intended outcomes.
- Integration of technology to promote individualized and differentiated instruction.

SAMPLE RECORD FORM

Continuing Teacher and Leader Education (CTLE) Recordkeeping

Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

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. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested. (<http://www.highered.nysed.gov/tcert/resteachers/CTLE.html#Adjustment>)

Certificate Holder Name:

5yr Cycle Date:

TITLE OF PROGRAM	SPONSER'SNAME	DATE	LOCATION	TOTAL # HOURS COMPLETED	Notes:

TEACHER MENTOR PROGRAM

This program is designed to provide support for new teachers in order to ease the transition from teacher preparation to practice, to improve student achievement and increase the skills of a new teacher.

The quality of the relationship between the experienced teacher and the mentee is central to an effective and meaningful experience. Each partner possesses key ingredients for this program to evolve into a productive and satisfying professional program that shares the common goal of excellent teaching and increasing student achievement. The induction of a new teacher into Cassadaga Valley Central School climate is the responsibility of the entire school community. The teacher mentor program is encouraged and supported as a learning experience for all.

Definitions

- Mentor: A tenured, permanently certified teacher who has demonstrated mastery of subject matter skills. A mentor will be non-evaluative and maintain confidentiality.
- Mentee: A first year teacher appointed by the District to a probationary position as a classroom teacher. Mentee is also required to meet with Mentor during mutually agreed upon dates and times.

Components of the Program

The mentor selection process will be a collaborative effort between the administration and the Association. The mentors selected should possess interpersonal, leadership and organizational skills, be knowledgeable of instructional strategies, have a positive attitude toward professional growth, complete the mentor training process, and have a willingness to serve. School administrators will select a mentor to be paired with each mentee.

Role of Mentor

The role of mentor will be to guide and support a mentee as an advisor. It shall not be construed as limiting or supplanting the authority of school administrators or supervisors to supervise or evaluate the performance of the mentee. Information obtained by a mentor through interaction with an mentee shall not be used in the evaluation of such mentee. Mentor classroom visitations of mentee are encouraged.

Recordkeeping

The District shall maintain documentation of the implementation of the mentoring program for at least seven years. The documentation for each individual receiving mentoring will include their name, teacher certificate identification number, the type of mentoring activity, the number of clock hours successfully completed in the mentoring activity, and the name and the teacher certificate identification number of the individual who provided the mentoring. A mentor/mentee meeting requirement of a minimum of one time per month and as needed.

•At the time of the instructional professional's Annual Summative Evaluation (APPR) the Record of Professional Development Activities should be reviewed and initialed by the immediate supervisor.

•In the event of a dispute over professional development activities, the PDP Committee will serve as mediator and will determine the resolution.

•For initial or professional certificate holders, Cassadaga Valley reports PD hours to the SED Office of Teaching Initiatives

Name of Certificate Holder:

Certificate Title:

PDP Date:

Yes No

Activity	Provider/Source of Information	Date(s)	Goal Addressed (check all that apply)	Clock Hr Equiv	Instr/ Tech	Supervis or Initials
			<input type="checkbox"/> Division <input type="checkbox"/> District			
			<input type="checkbox"/> Division <input type="checkbox"/> District			
			<input type="checkbox"/> Division <input type="checkbox"/> District			
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			<input type="checkbox"/> Division <input type="checkbox"/> District			
			<input type="checkbox"/> Division <input type="checkbox"/> District			

Cassadaga Valley School District

Mentor:	Mentee:	Date Submitted:
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Date	Activity	Duration	Comments

Date	Activity	Duration	Comments

Signatures:

Mentor

Mentee

**Forms MUST be submitted by the mentor to the Director of Curriculum and Instruction by
December 15 and June 1.**

Possible topics for discussion:

September Checklist for Teacher Mentors

“Learning to teach is a bigger job than universities, schools, experience, or personal disposition alone can accomplish.”

~ Sharon

Feiman-Nemser

Mentoring is a partnership created to help support new teachers by providing them with a veteran teacher to confidentially discuss topics and to provide guidance. As a mentor, we hope you will find that this experience provides you with great satisfaction by helping a colleague and an opportunity to grow as a teacher leader in the building.

Remember, we all faced our first days in our classroom with excitement, anxiety and feelings of being overwhelmed. Hopefully you had a wonderful mentor who provided the guidance which made those first few years more bearable. This will be your chance to pass your wisdom and experiences to help your mentee to discover the how wonderful it is to be part of the Cassadaga Valley staff.

Below you will find a checklist of topics which should be discussed with your mentee through out the month of September. Please use these topics as starting point for discussions. These are not the only concerns or questions your mentee may have so please add to the list as needed.

Topic

- _____ Show location of resources (class room supplies, copy machines, lab materials, and other teacher resources)
- _____ Share first day/week activities—provide guidance on organizing the first day & first week
- _____ Established a scheduled time to meet with your mentee for the first semester.
- _____ Make sure the teacher understands the grading program, how to set up power school, how to email student progress to parents, and input grades
- _____ Make sure teachers were supplied with curriculum guides for the courses they teacher, teacher editions of books, ancillary resources for the course
- _____ Introduce your mentee to other teachers, particularly staff members in their department and close proximity to their room.
- _____ Make sure the technology including all necessary computer programs are working properly. Also make sure all their equipment is in the classroom and in good working order.
- _____ Discuss and/or provide samples of course syllabi, classroom procedures, grading policies, attendance policies, and classroom set up.
- _____ Make sure your mentee understands the evacuation and take cover procedures.
- _____ Discuss staff norms such as dress code, lunch, and the social events which occur throughout the year (over the hump days, cook offs, and homecoming traditions.
- _____ Prepare your mentee for some of the school traditions such as themed football games, powder puff football, or the schools endless legacies.

October Checklist for Teacher Mentors

"With the right leadership and work environment, employees will excel."

~ Brenda Nyhus

For new teachers, after the anticipation of the first couple of weeks subsides they often reach a phase of survival. The survival phase is often a product of information overload. In the first month or so of teaching there are so many firsts that they often don't know if they are coming or going. So during this month, your mentee will need some extra attention, please take a moment to discuss the following topics and anything else that may be on your mentee's mind.

Topic

- _____ Check to make sure emergency lesson plans are in place. Encourage the teacher to have enough material for 2-3 days just in case.
- _____ Discuss formal observation(s) or upcoming observations
- _____ Observe each others' classroom teaching sometime between
_____ October through December (one observation each during this time frame)
- _____ Debrief department, grade level, team, and committee meetings. Answer questions about unknown terms or unclear processes. Be prepared to explain the rationale for or history behind comments/decisions.
- _____ Discuss how their classroom management & discipline plans are going. Encourage the teacher to keep a list of changes they may want to make for the following semester.
- _____ Review grade how grades are reported & how grade reports will be distributed to parents
- _____ Discuss parent/teacher conferences including tips in how to conduct, handling parent issue support staff available and what to prepare.
- _____ Explain the spirit week and homecoming activities.
- _____ Discuss their IDP and the goals they established.
- _____ Show the teacher where they may find opportunities for staff development or attend conferences.
- _____ Make sure the teacher has received proper documentation or has

access to necessary information for special education students, students with 504s, or are provided with other special services.

November/December Checklist for Teacher Mentors

"Life just is. You have to flow with it. Give yourself to the moment. Let it happen."

~Jerry Brown

The months of November and December often bring about a lot of stress in a person's professional and personal lives. Unfortunately for new teachers this is compounded by the fact that the rose colored glasses about their career choice start to fade and they may be growing frustrated because everything did not work out as perfectly as they imagined. Your mentee may feel overwhelmed, mental and physical fatigue may be setting in, and may even question their ability as an educator. In addition to list below, take some time to share with your mentee times currently or from the past which did not work out as you had planned and some of the strategies you used to get past them. Please after meeting about the topics below, take a moment and point out all the wonderful ways your mentee has been successful.

Topic

- _____ Share with one another your parent teacher conferences experience
- _____ Discuss how busy both professionally and personally it is between Thanksgiving , Winter Break and how to keep the students engaged & productive
- _____ Discuss parent communication
- _____ Share "tricks of the trade" to get through the upcoming weeks and preventing bur out
- _____ Discuss concerns/successes of students
- _____ Discuss the common assessment guidelines and procedures
- _____ Talk about the end of semester procedures
- _____ Review snow day procedures and how they will be notified
- _____ Share information from observations of each other
- _____ Discuss district and school holiday events and local happenings
- _____ Start discussing changes the teacher would like to make for 2nd semester

_____ Make sure the teacher has all necessary materials for new classes they teach second semester. If no classes change makes sure they still have everything the need for all classes.

January Checklist for Teacher Mentors

“The person determined to achieve maximum success learns the principle that progress is made one step at a time. A house is built one brick at a time. Football games are won a play at a time. A department store grows bigger one customer at a time. Every big accomplishment is a series of little accomplishments.”

~David Joseph Schwartz

Winter break provides everyone a chance to step away from the day to day and get a chance to rejuvenate the spirit. For you mentee this gives them a chance to catch their breath and find new promise in the career path they chose. Your mentee will return with new hope now that they have completed the first ½ of the school year. Often you will find that your new mentee has emerged from survival mode has started looking more at long term teaching strategies, becoming more focused on curriculum, and has a sense of being more organized. As they look to the start of the new semester, your mentee will start reflecting on their practices from the first semester and may make adjustments to their classroom procedures. Your mentee has made to the top of the hill and can see where they need to go from here. Please make sure you discuss the topics below during your mentor/mentee meeting this month.

Topic

_____ Discuss common assessment practices including testing procedures and testing ethics.

_____ Marking semester grades

_____ Calculating semester grades (each semester 40% of final grade and exam 20%)

_____ Discuss the highs and lows of the semester

_____ Changes they would like to make for second semester

_____ Take a look at their new schedule and verify they have all necessary materials to effectively teach this course.

_____ Discuss strategies for working with struggling students

_____ Discuss home communications & ideas to strengthen home/school connections—postcards home, e-mail communications, newsletters, tips to paren

etc. Remember these can be to acknowledge something a student is doing right well, not always as a means to correct a behavior or discuss a concern.

_____ Discuss how to prepare students for upcoming exams. Also share the common review guidelines of ethical and unethical practices.

_____ Review the exam schedule and the use of time once the students leave.

February/March Checklist for Teacher Mentors

"The dream begins, most of the time, with a teacher who believes in you, who tugs and pushes, and leads you onto the next plateau, sometimes poking you with a sharp stick called truth."
~Dan Rather

During the months of February and March, your mentee should start adjusting to the new semester and possibly the new faces in front of them. February often brings about a sense of exhaustion from the students and staff. The effects of the winter blahs start sinking in and people are starting to look forward to spring. During this time it is important to check in with your mentee to make sure they are able to keep what they are feeling right now in perspective. One way you can help them is to have them reflect on positive changes they made throughout the year. Also point out that they should to focus them on how much they have learned about being an educator over their short time in this position. This should help them see the big picture instead of the one or more puzzle pieces they are still trying to figure out. In addition, there are some topics below concerning items they need aware of.

Topic

_____ Review upcoming district and building activities

_____ Discuss learning resources to suggest to parents when ask how they can help support their student's learning.

_____ Discuss upcoming observations and formal observations, walk-throughs, evaluation process, etc

_____ Schedule a time to observe mentee's classroom teaching--between February and May.

_____ Have your mentee observe another teacher's classroom—between February and May.

_____ Discuss upcoming parent teacher conferences

- _____ Share some of professional organizations in your mentee's discipline or area of interest.
- _____ Look for potential workshops or classes to enroll in to help guide your mentee with areas they wish to pursue or may want additional strategies or knowledge
- _____ Do something to acknowledge your mentee for something wonderful they have done or something they worked hard to accomplish.

April Checklist for Teacher Mentors

"If we had no winter, the spring would not be so pleasant: if we did not sometimes taste of adversity, prosperity would not be so welcome". ~Anne Bradstreet

April brings to the school new challenges for all new teachers. Students are shedding their heavy clothing, the winter blahs are starting subside, and spring fever starts to set in. For teachers who have seniors, the season ailment called senioritis becomes an epidemic. Students are spending less time focused on what they can be doing in the classroom and more time thinking about the approaching summer or spring break trip. Keeping a student who has always been motivated focused on the task at hand becomes a huge challenge even for the most seasoned veteran. Your mentee may face new frustrations and need to lean on you again at this midpoint in the semester. In your monthly meeting please take time to discuss the topics below and any other topics you or your mentee may find important.

Topic

- _____ Discuss their evaluations
- _____ Marking grades
- _____ Continued partnerships with parents through communication
- _____ Discuss your observations of your mentee's classroom. Remember to keep criticism constructive, highlight improvements and things they do well, and provide references to people, websites, or books which may assist them in preparation for next year.

- _____ Discuss their visit to another teacher's classroom. Inquire what they liked, what t thought might work well for them, and observations they made about how the teacher related to the students.
- _____ Review upcoming district and building events.
- _____ Make sure they are aware of ordering procedures for the upcoming year.
- _____ Discuss strategies for dealing with spring fever and senioritis.
- _____ Review their IDP and discuss their goals and if they felt they were on track to accomplishing them. Have them start compiling ideas about their goals for next year.

May/June Checklist for Teacher Mentors

"If I had to select one quality, one personal characteristic that I regard as being most highly correlated with success, whatever the field, I would pick the trait of persistence. Determination. The will to endure to the end, to get knocked down seventy times and get up off the floor saying. "Here comes number seventy-one!" ~Richard M. Devos

The end of the year is quickly approaching with still so much to do. Your mentee is probably feeling a great sense of relief and success for they survived the year as an untenured teacher. During this time take a moment to celebrate both your guidance as a mentor and the growth your mentee has made. May and June are great times to reflect on what happened over the course of the year and build anticipation for a great year to come. During your final meetings this year with your mentee make sure you also find time to discuss the topics below.

Topic

- _____ District and building level activities including prom, honors convocation, graduation, etc.
- _____ School traditions for the end of the year.
- _____ Closing the classroom for the end of the year.
- _____ Check out procedures
- _____ Look at next year's calendar

_____ Discuss any changes to courses being taught during the new school year and any necessary preparations

_____ Make sure you share summer contact information just in case.

_____ Cover how to mark final grades and what to do with corrected exams.

_____ Celebrate the year!

PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION

School District: _____ BEDS Code: _____

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been met.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) The plan describes professional development that:

- is aligned with state content and student performance standards;
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate; and
- reflects congruence between student and teacher needs and district goals and objectives.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:

- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
- state the average number of hours each teacher is expected to participate in professional development in the school year(s) covered by the plan;
- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources;
- provide staff with training in school violence prevention and intervention; and
- provide professional development to all professional and supplementary school staff members who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>.

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

Date

Updated 8/18//06