

Maryvale Union Free School District



**District Professional Learning Plan
2022-2023**

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Maryvale UFSD Professional Learning Plan

CHEEKTOWAGA-MARYVALE UNION FREE SCHOOL DISTRICT

Professional Learning Plan

BEDS Code: 140702030000

Year(s): 2022-2023

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- Mrs. Cindy Strong, President
- Mr. James McDermott, Vice-President
- Mrs. Jennifer Pilarski
- Mr. Ronald Morlock
- Mr. Christopher Pew

MISSION STATEMENT

The Maryvale Union Free School District is a welcoming community that provides opportunities for its members to grow as responsible, productive, and involved citizens who possess self-motivation, a love of learning, and respect for self and others.

STRATEGIC PLAN: Goal #3



Goal 3:

Learning and Achievement: Increase academic achievement for all students in Maryvale UFSD

Objectives:

Build a culture of learning and professional development that is reflective of the student population.

Goal 3: Learning and Achievement: Increase academic achievement for all students in Maryvale UFSD

Objective: Build a culture of learning and professional development that is reflective of the student population.

Strategy 3.1- Create and implement appropriate high-level learning opportunities through multi-tiered systems of support.

Action Steps	Progress Monitoring	Status
Professional learning opportunities to focus on differentiation in Tier I instruction for all learners (i.e. Students with Disabilities, English Language Learners).	Professional Learning opportunities Teacher Coordinators	Ongoing
Refine and modify Multi-Tiered Systems of Support (MTSS) and Academic Intervention Supports (AIS) through high quality, research-based Universal Screeners and evidence based opportunities and interventions focused on supporting the understanding and access to the core curriculum for student learning. These opportunities can be led and facilitated by Instructional Data Coaches and Coordinators	Professional Learning opportunities Academic Data Analysis ARA Instructional Data Coaches Teacher Coordinators	In-Progress
Incorporate the use of technology and digital citizenship into daily teaching practices.	ITC support /coaching CSLO Professional learning opportunities Curriculum maps Maryvale UFSD Library Department Five Year Plan	Ongoing
Ensure balanced literacy model and district approved resources and materials are evident all PK-6 classrooms. Identify instructional block schedules and grade level materials. Continue curriculum mapping.	Professional learning opportunities Instructional Data Coaches Instructional Rounds/ Learning Walks	Ongoing
Collaboratively develop and implement a sustainable Professional Learning Plan (PLP) aligned to district and building goals and including a mentor plan.	PLP updated and monitored	In-Progress
Ensure that district approved curriculum is guaranteed and viable for all PK-12 content areas and classrooms. PLCs Daily class admin visits, teacher observations, instructional rounds, DCIP check in visits, District class visits.	Administrator observations Instructional Rounds PLC minutes Teacher coordinator meetings Instructional Rounds	Completed
Establish a systematic process for collaborative curriculum development to ensure standard alignment both vertical and horizontal.	Set curriculum cycle Modify curriculum maps as needed	Ongoing

Goal 3: Learning and Achievement: Increase academic achievement for all students in Maryvale UFSD

Objective: Build a culture of learning and professional development that is reflective of the student population.

Strategy 3.1- Create and implement appropriate high-level learning opportunities through multi-tiered systems of support.

Action Steps	Progress Monitoring	Status
Developmentally appropriate practice is evident in all PK-3 grade classroom environments.	Professional learning opportunities Classroom visits	Ongoing
Research, define, and develop as needed an intervention curriculum that aligns with core curriculum.	Instructional Data Coach CST Academic Data	In-Progress
Recruit, select and retain highly qualified staff to increase student learning. (i.e. College/ University outreach, new teacher mentor, orientation)	Promote Maryvale UFSD in a September 2019 variety of areas (newspaper, September 2024 flyers, community)	Ongoing
Include all teacher aides and assistants in professional learning to enhance student achievement.	Opening Day Curriculum days Superintendent's Conference Day	In-Progress

Goal 3: Learning and Achievement: Increase academic achievement for all students in Maryvale UFSD

Objective: Build a culture of learning and professional development that is reflective of the student population.

Strategy 3.2- Integrate social emotional learning (SEL curriculum) into the instructional framework

Action Steps	Progress Monitoring	Status
Behavior specialist support in all buildings. Erie 1 BOCES work with each building that will be transitioning to the building. Each building worked with Erie 1 BOCES to create a plan for next year.	SEL Professional learning and support Curriculum maps with integration of SEL	Completed
Implement positive and proactive classroom management techniques (ie. PBIS, Restorative Practices, de-escalation).	Professional development PLC collaboration Referral Data Decrease in suspension data eSchool data reports	Ongoing
Continue training and implementation of Tier 2 & Tier 3 strategies to support student needs.	Staff & student needs assessment Referral Data Survey Data	Ongoing
Provide professional development opportunities for restorative practice.	Professional Development PLC collaboration Referral Data Survey Data	Ongoing
Full implementation of PBIS at the Primary School.	Professional development Referral Data Survey Data	Ongoing
Explore additional supports for staff as it relates to the SEL K-12 curriculum. Continued support of counselors and social workers to collaborate with staff on further integrating SEL into the curriculum. Variability across schools	Professional development PLC collaboration	Completed

Goal 3: Learning and Achievement: Increase academic achievement for all students in Maryvale UFSD

Objective: Build a culture of learning and professional development that is reflective of the student population.

Strategy 3.3- Increase student engagement to improve academic achievement.

Action Steps	Progress Monitoring	Status
Create proactive and actionable plans in all buildings to decrease chronic and severe absenteeism. Review and revise if necessary the absenteeism plans that are in place.	eSchool data Increase incentives	Ongoing
Collect baseline data related to student engagement by surveying students. Consider asking follow-up surveys with questions to further clarify student perceptions.	Student surveys School Climate Survey	In-Progress
Provide additional training and support to all teachers using multiple data points to plan and modify instruction to improve student learning.	Professional development PLC collaboration instructional Rounds Data Dashboard Instructional Data Coaches	In-Progress
Increase opportunities for reflective teacher practices Professional development inclusive of classroom visits, instructional rounds and PLC collaboration the PLC structure.	Professional development PLC collaboration	Ongoing
Administrators engage in frequent and collaborative instructional leadership development to conduct normed observations, feedback and evaluations. Lead Evaluator/inter-rater reliability training with BOCES.	Normed observations Regular teacher feedback Staff survey Professional learning and development	Ongoing
Expand summer learning opportunities and extracurricular activities for all K-12 students.	Student/parent surveys Academic data	Ongoing
Continue to provide opportunities for increasing student voice	Surveys Discussion Opportunities	In-Progress

Goal 3: Learning and Achievement: Increase academic achievement for all students in Maryvale UFSD

Objective: Build a culture of learning and professional development that is reflective of the student population.

Strategy 3.4- Improve graduation rates for all students.

Action Steps	Progress Monitoring	Status
Create a EWS (Early Warning System) that is a continuum between all 4 buildings district wide. (i.e. CST/AIT Teams, review dashboard communication opportunities, review attendance/tardy policy at the High School).	E-School Academic data analysis Social/emotional data RTI/ AIS status Credit Recovery	In-Progress
Provide opportunities and support for students pursuing multiple pathways to graduation.	Check in meeting with school guidance counselors Host regular college and career Fairs	Completed
Explore an alternative education program for students that are at risk, inclusive of short-term and long-term programming.	HS Opening Day Staff Handbook Parent/Student Handbook Faculty Meetings PLC Structure	In-Progress
Partner with community organizations to create opportunities for students to explore High School equivalency programs to meet individual student needs.	Course Offerings	In-Progress
College and Civic Readiness: Explore and identify college and career readiness skills in alignment with course offerings and need of students. Explore the Seal of Civic Readiness. Create opportunities to educate students as freshman to move to receiving skills needed.	Student Survey Needs Assessment	In-Progress
Enhance and expand Advanced Course offerings to all students.	Course Offerings	In-Progress
Continue to expand special education in the LRE (least restrictive environment) with supports as needed in place. (i.e. training for co-taught classes)	Graduation Rates Course Offerings	In-Progress

PLP Stakeholders Involved

1. Julie Abramo- Teacher
2. Katie Augustine- E1B Instructional support
3. Jen Aumer- Teacher
4. Stephanie Baxter- E1B Instructional support
5. Joelle Burke- Administrator
6. Eileen Crumb- Administrator
7. Melissa D'Angelo- Teacher
8. Michael Duffy- R Bern Support
9. Peter Frank- Administrator
10. Betsy Giangreco- Administrator
11. Kate Huber- E1B Instructional support
12. Kim Kamrowski- Teacher
13. Jessica Karches- E1B Instructional support
14. Jessica Karnes- E1B Instructional support
15. Elisa Kirby- Teacher
16. Sandra Newton- Teacher
17. Denise Nietopski- Teacher
18. Timothy Paluch- Administrator
19. April Rudnicki- Teacher
20. Michelle Siebert- Administrator
21. Jason Swenson- Administrator

PROFESSIONAL LEARNING PLAN OVERVIEW

New York State has mandated that each school district create a Professional Learning Plan (PLP). The purpose of the PLP is to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial professional learning they have opportunities for professional growth, remain current with their profession, and meet learning needs of their students (nysed.gov).

The PLP Committee has examined the Strategic Plan for the Maryvale Union Free School District and has aligned the PLP with those goals as appropriate. The Strategic Plan focuses on the following three goals:

- **Goal 1: Increase effective communication practices District wide**
- **Goal 2: Grow as a school community that supports District wellness**
- **Goal 3: Learning & Achievement : Increase academic achievement for all students in Maryvale UFSD**

During the 2021-2022 school year, we administered a Professional Development needs survey to staff to identify needs. Feedback from that survey will guide our planning and professional learning for the 2022-2023 school year. While some topics overlap across groups, some needs were specific to staff groups. There are also some professional learning needs that are required annually that will be included in the PLP and some initiatives that are building specific; training opportunities will be offered accordingly. Results of that survey were utilized with other existing instructional data such as data collected during instructional rounds and common formative assessments to develop and focus professional development activities and opportunities.

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

The Teaching and Learning Committee considered the following while developing the PLP:

- A needs assessment, the rationale for this essential work, and how the district will provide PD across the grade levels/buildings that are directly related to the needs of students and staff.
- Professional learning activities align to our Strategic Plan, School Comprehensive Education Plan (SCEP) and the District Comprehensive Education Plan (DCIP).
- Utilizes survey data from Maryvale Staff to create a comprehensive professional learning program focused on enhancing current systems, structures, and practices.
- Activities are aligned with NYS Academic Standards and assessments.
- Inclusive of the NYS SEL & CRSE frameworks for teaching and learning.
- Integrates instructional strategies, social-emotional learning, and curriculum.

Maryvale UFSD Professional Learning Plan

- Professional learning activities will have a positive impact and lasting impact on classroom instruction.
- Provides a description of our PD models that is inclusive of information such as definitions, purpose, and hours.
- Professional development will focus on instructional strategies for improving student academic achievement.
- A focus on providing support to staff to increase the success of staff providing instruction to English language learners and special education students.
- A continued focus on provide training to help teachers effectively use technology in the classroom to improve instruction and learning
- Articulates the roles and responsibilities for mentors and mentees to ensure that the needs of mentees are being addressed as they transition to their new roles as Maryvale staff members.
- Utilizes surveys to evaluate PD, providing feedback to both presenters and the committee.
- Outlines the requirement for Professional Certificate holders to complete required hours of Continuing Teacher and Leader Education (CTLE) every five years.

ATTRIBUTES

The district's plan provides guidance on professional development and continues to safeguard specific attributes of effective professional development. These attributes will be used as evaluative indicators for all professional development planned, supported and provided by the district. These attributes include:

Attributes
1. Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.
2. Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.
3. Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.
4. Professional development is most effective when it takes place in professional learning communities.
5. Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.
6. Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
7. Professional development is most effective when adequate resources are provided.

NYSED PROFESSIONAL DEVELOPMENT GUIDING PRINCIPLES

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the NYS Learning Standards.
- Professional development activities/experiences are planned with the NYS Teacher Standards as underpinning.
- Professional development activities/experiences should respond to student achievement data including but not limited to assessment of school work, New York State assessments, School District Report Cards, and one other data related to local teaching and learning needs.
- Professional development is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.
- The professional development planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.
- Professional development results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.
- Professional development activities/experiences are assessed on an on-going and continuous basis for intended impact. Valid evaluation tools/methods must be used to determine modifications to planned activities/experiences.
- Professional development is, to the greatest extent possible, site-based and connected to daily school experiences.
- Professional development enables the teaching staff to deepen their knowledge base and remain current in their content area and instructional strategies.
- Teaching staff learning opportunities are clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such opportunities.
- Content of courses, workshops, and other professional development experiences should be directly related to:
 - enhancing teacher/teaching assistant subject matter knowledge,
 - teacher/teaching assistant knowledge, use and application of appropriate teaching techniques,
 - broadening and enhancing teacher/teaching assistant abilities to apply more accurate and appropriate assessment methodologies, and
 - enhancing teacher/teaching assistant skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

PROFESSIONAL DEVELOPMENT STANDARDS

The Cheektowaga-Maryvale Union Free School District recognizes and will adhere to the ten standards for high quality professional development that were developed by the New York State Education Department. These ten standards are:

- **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- **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.
- **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

NEW YORK STATE TEACHER STANDARDS

**updated in 2017*

Purpose:

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

The New York State Teaching Standards are:

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

NEEDS ASSESSMENT

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

- District Strategic Plan and DCIP
- School-Level SCEP and Building Goals
- Instructional data collected during Instructional Rounds and Building Support Visits
- School Climate Survey Data
- Minutes from PLC and Coordinator meetings
- Item analysis and overall performance on New York State Assessments
- Grade/content specific benchmark data
- Student Graduation and Attendance rates
- Feedback from Professional Development Sessions (Appendix A)
- Professional Developments Needs Assessment Survey (Appendix B)

The Assistant Superintendent of Curriculum and Instruction works very closely with each building assisting them to plan, support and evaluate their building activities. All activities are aligned to each building's specific goals which are aligned to the district's strategic plan. The District's PLP Committee will meet regularly throughout the school year to plan, organize and evaluate all the professional development throughout the district.

PROFESSIONAL DEVELOPMENT MODELS AND STRATEGIES

As per NYSED regulations via www.highered.nysed.gov, acceptable Continuing Teacher and Leader Education (CTLE) hours are described as, “activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities.” All PD activities are developed in accordance with acceptable CTLE activities and must have prior approval in order to be eligible for CTLE hours. Examples of acceptable CTLE activities are found in Appendix C.

The Maryvale Union Free School District has been approved for CTLE sponsorship. For all CTLE activities sponsored by the district, records will be maintained for eight years from the date of the completion of the CTLE activity. These district records will include:

- The date and location of the CTLE activity
- The name and curriculum vitae/resume of the instructor/presenter
- The objectives and learning methods of the CTLE activity
- The outline of the CTLE activity, the assessment methods used, and the number of contact hours of the CTLE activity
- A summary of any evaluation of the CTLE activity
- Copies of all promotional materials used in a CTLE activity
- Any evaluation of the need for the CTLE activity
- The list of certified professionals in attendance, including each attendee’s first name, last name, last four digits of their Social Security Number and their date of birth. **Note:** If the last four digits of their SS# and their date of birth is not recorded on the list, that confidential information is stored for any involved participant in the Frontline Education Management System.

The teachers at Maryvale UFSD are required to maintain a record of their 100 professional development hours. One possible resource for teachers to maintain records is the District’s “My Learning Plan” program through Frontline. Teachers can visit [NYSUT CTLE Resources](#) for assistance with CTLE requirements and documentation.

INTENDED PLAN GOALS

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

Student Goals:

- Meet or exceed the standards in knowledge and performance
- Have an active voice in their learning, set goals, and assume responsibility for achieving those goals
- Maximize their potential and improve student performance
- Develop students who display the necessary skills and characteristics to be successful community members
- Make connections between student learning and what they experience in the real world

Professional Practice Goals:

- Enhance instructional and assessment methodologies
- Implement current research-based practices
- Engage in professional dialogue and reflection
- Gather, interpret, and utilize data to inform practices
- Development of teacher leaders

Organizational Goals:

- Commit to continuous improvement through professional development
- Become reflective of and responsive to the community
- Enhance systems and structures to ensure that they are addressing District needs
- Conduct deliberate planning to achieve coherence and cohesiveness
- Create Teaching and Learning quarterly newsletters inclusive of professional learning highlights
- Disseminate a Professional Learning Opportunity brochure each semester

Teachers are encouraged to participate in 20 hours of Professional Development each school year. For Initially or Professionally certified staff, an average of 20 hours per year (100 total hours per 5 years) are required. Staff should ensure that they are documenting their hours and are registered as “active” in TEACH.

PROFESSIONAL DEVELOPMENT ACTIVITIES

The Board of Regents adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

A registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. For those teachers who are required to complete CTLE during their registration period will be required to document their time in the district's software program (Frontline/ My Learning Plan). In addition to the district submitting this documentation, each teacher is required to compile and safeguard a listing of all approved CTLE trainings that s/he has completed during the registration period and make it available to the New York State Education Department during an individual audit.

The following categories of activities are considered acceptable activities and learning opportunities for meeting the needs of the Maryvale Union Free School District to provide for building teacher capacity:

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, the Teacher Center of Cheektowaga, BOCES, other school districts, and independent CTLE approved professional development service providers.
- Course work linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.
- Course work or other professional development activities completed to fulfill requirements for annotations to current certification.
- Course work completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirements for extension or certification.
- Professional Learning Community meetings collaborating about data analysis, guaranteed curriculum and/or effective instructional techniques and methodologies.
- Participation in regional training and collaborative scoring of State assessments.
- Mentoring programs (as mentor or mentee).
- Curriculum planning and development.
- District-sponsored BOCES training in curriculum development.
- Professional Conferences and Workshops.
- Participation in school-college teacher development partnerships.
- Participation in Faculty Meetings.
- Participation in Grade Level and Department Meetings.
- Participation in Superintendent's Conference Days.
- Service as a cooperating teacher for a student teacher.
- Delivering professional development at a faculty meeting or through a workshop.

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- Serving on the District or Building Level SIT.
- Serving on a Building leadership Team.
- Serving on the District's Strategic Planning Committee.
- Serving on the PLP Committee.
- Participating in a coaching partnership with a Teacher on Special Assignment.
- Participation on Child Study Teams.
- Serving on a PBIS team.
- Developing and completing an Annual Renewal Awards (ARA) that is aligned to district and/or building goals.

By no means should this list be considered all-inclusive. Additional activities may be presented to the building principal for consideration when contemplating the teacher's professional development plan for the year.

EVALUATION

The goal of professional development evaluation is to establish correlations and gather evidence, linking professional development initiatives with measurable progress. These established goals and objectives are focused on promoting increased student achievement. The impact of professional development will be monitored using multiple measures such as:

- District Strategic Plan and DCIP
- School-Level SCEP and Building Goals
- Instructional data collected during Instructional Rounds and Building Support Visits
- School Climate Survey Data
- Item analysis and overall performance on New York State Assessments
- Grade/content specific benchmark data
- Graduation rates
- Feedback from Professional Development Sessions

Based on an analysis of multiple-data points such as the ones referenced above, next steps will be identified to further enhance the practices that have been a focus of professional development.

An annual review will be conducted by the Professional Learning Plan Committee to discuss the evaluation data and to determine next steps to enhance practices that have been established. The goal of this work is to further enhance instructional practices based on the evolving needs of staff as they continue to implement new learnings. The recommendations that come from that meeting will be sent to the Board of Education for review and approval.

MENTOR PROGRAM

PURPOSE:

The Mentor Teacher Program is designed to address the needs of individual mentees by:

- Providing support to mentee teachers by offering instructional assistance, counseling, and general guidance
- Assisting and supporting all mentee teachers in making a successful transition to their new profession
- Improving student performance through enhanced training, information, and assistance for mentee teachers
- Training and assisting experienced teachers to serve in a leadership capacity as mentors to mentee teachers
- Providing knowledge of state standards, district-wide performance standards, and district curriculum guides
- Identifying the major needs and concerns of beginning teachers
- Enabling mentees to be effective in meeting the diverse needs of students
- Focusing on the professional success of all teachers and the retention of new staff

PROGRAM OVERVIEW:

The manner in which the District will provide a mentor for teachers to meet the teaching experience requirement for the professional certificate as prescribed in section 80-3.4 of the Commissioner's Regulations shall be as follows:

- A team of mentor teachers and the building principal will provide support and guidance to teachers who are candidates for a professional certificate (hereafter referred to as CPCs, or "candidates for professional certificates") as defined by Commissioner's Regulation 80-3.4.
- Each building principal will establish a mentoring committee consisting of teachers and administrators who will select mentors from submitted applications. Mentor applications should be submitted during the second semester of a school year for assignment in the following school year. (See Appendix D: Mentor Application)
- Appointment of mentors will be made by consensus. Mentor selections will be made in consultation with the District administrators. The Board of Education reserves the right to approve the Mentor Teacher Program and the mentors.

A. Qualifications of Mentor:

It takes a special person to be a good mentor. Maturity, self-assurance, patience, and confidence in your knowledge and ability are prerequisites for this important undertaking. More specifically, a good mentor exhibits leadership qualities that include:

- Have at least five years of successful teaching experience
- Reflective and skillful teacher
- Implements effective research-based strategies
- Deep understanding of the curriculum being taught
- Good listener and communicator
- Sensitive to the needs of the beginning teacher

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- Understands that teachers may be effective using a variety of styles and provides reflective feedback
- Collaborative

B. Role of Mentors:

Shall include, but not be limited to:

- General guidance and support provided in a confidential matter. All discussions between the mentor and mentee are to be held as strictly confidential and should not be shared with any other staff
- Helping to eliminate or reduce the number of problems faced by new teachers by
 - Sharing/modeling effective instructional practices (APPR procedures/documents and activities in the Professional Learning Plan)
 - Helping the mentee understand the expectations for a confidential mentor relationship
 - Assisting the mentee to understand and apply lesson planning as expected in each building
 - Sharing/modeling effective classroom management practices
 - Being a good listener
 - Helping the mentee gain a sensitivity to and understanding of school community by involvement in community groups and professional organizations and the culture of the district and building
 - Sharing strategies for establishing positive parental communication
 - Participating in and helping plan building meetings with mentees as determined by the building committees
 - Sharing information to help mentee with school/district procedures, policies, and practices
 - Being a partner and critical observer who is willing to share expectations, take responsibility for suggestions, and serve as a coach
 - Assisting mentee in reflection and analysis of lessons
 - Being a model of professionalism
 - Being responsible for maintaining the Mentor Log of contact time and activity and to ensure the log is turned into the Assistant Superintendent for Administrative Services who will keep all logs in a file as per the regulations of Records Retention
 - Scheduling meetings with the mentee that most effectively accommodates the relationship

C. Mentor Preparation

Mentors will be required to participate in a mentor orientation which will focus on the leadership qualities that are essential to be an effective mentor. Mentors will be notified of when orientation will take place prior to the end of the school year. Mentors will not be able to start logging their hours prior to participating in mentor orientation,

D. Mentoring Activities

Types of mentoring activities include but are not limited to, modeling instruction for the mentees, observing instruction, instructional planning with the mentees, peer coaching, and orienting the mentees to the school culture. Evaluation of mentees will continue to be done by certified administrators.

E. Time Considerations

Each mentor and mentee will be given up to five (5) classroom periods per year for classroom visits which might include lesson planning, modeling, guided practice, and/or co-teaching practices for special education and ENL. The building principal is directed to support the mentor and mentee and ensure that they are scheduled to minimize the loss of instructional time (ie. before or after school, PLC, common planning). It is the mentor's responsibility to schedule meetings with the mentee that most effectively accommodates the partnership.

F. Program Documentation

The purposes of program documentation include accountability, program improvement, and an awareness of a local and statewide knowledge base of successful mentoring programs. Program documentation reports will be completed at least semi-annually. The Assistant Superintendent of Curriculum & Instruction will be responsible for organizing and performing the program evaluation.

APPENDICES

Appendix A

Maryvale UFSD Professional Learning Plan

[Professional Development Feedback Form](#)

Appendix B

[Professional Development Needs Assessment](#)

[Professional Development Needs Assessment 2022-23 \(Responses\)](#)

Appendix C

[CTLE Individual Record Sheet](#)

[Completion of Approved CTLE Hours Certificate](#)

Approved CTLE Providers

Approved Provider	Approved Provider
Cheektowaga Teacher Center	Ms. Jesstina Bushery
Buffalo Hearing & Speech Center	Dr. Lucy Calkins & Associates: Teachers College
Canisius College	Western New York Teacher Center
Buffalo State College	School Administrators Association of NYS
Niagara University	Regional Bilingual Education Resource Network West
State University of NY at Buffalo	Maryvale Union Free School District
Fredonia State University of New York	NY Technical Assistance Center on Disproportionality at NYU Metro Center
Erie I BOCES/ R BERN	NYS United Teachers Education & Learning Trust
Orleans Niagara BOCES	NYS Reading Association
Erie II BOCES	NYS Association for Health, PE, Recreation & Dance
DATAG	NYS Association for Bilingual Education
Lexia Learning	Teachers College Columbia University
J. Davies & Associates	Dr. Jevon Hunter

Maryvale UFSD Professional Learning Plan

Approved Provider	Approved Provider
Renaissance Learning	Association for Supervision & Curriculum Development
Bureau of Education & Research [BER]	New York Association of School Psychologists
Western New York Psychologists Association	Compeer

Appendix D

Professional Development Priorities

Content/Topic	Focus
Culturally Responsive Teaching	We have partnered with Dr. Jevon Hunter from Buffalo State College to support this work. This work will focus on book studies, inquiry projects and modifying our curriculum to reflect the core beliefs of this work.
ELA	<p>District-wide, the mathematics curriculum team will participate in training and curriculum alignment with a staff development specialist from the Erie 1 BOCES ELA department.</p> <p>Work at the elementary level will continue to focus on implementing guided reading and Readers and Writers Workshop. This work will be supported through partnerships with consultants, our Instructional Data Coaches and subject-area coordinators.</p>
ENL	Due to the continued growth of this subgroup, it is imperative that we provide training opportunities for classroom teachers on best-practices to support the needs of ENL students in the classroom.
Math	<p>District-wide, the mathematics curriculum team will participate in training and curriculum alignment with a staff development specialist from the Erie 1 BOCES mathematics department.</p> <p>K-8 teachers have partnered with the Buffalo Math Collaborative that provides several opportunities each year for them to participate in training and to observe the implementation of what they are learning in a local classroom. To build off of this work, participants will focus on building the capacity of their colleagues on the practices that they have learned about.</p>

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	High School math teachers with the support of the subject-area coordinator will focus on increasing student engagement and math discourse in the classroom.
Science	<p>District-wide, the science curriculum team will participate in training and curriculum alignment with a staff development specialist from the Erie 1 BOCES science department.</p> <p>At the elementary level, the focus will be on further enhancing the implementation of Amplify. This will focus on both the implementation of the curriculum and the technology components that are part of the program. At the secondary level, they will focus on implementing the new standards.</p>
SEL	<p>Over the last few years Erie 1 BOCES has supported this work and laid a foundation in each building for supporting the SEL needs of our students. Each school has developed a plan to move this work forward within their building. Professional development will be identified as needed to move this work forward.</p> <p>The High School will have a team of staff members trained in Restorative Justice who will work with the high school coordinators to roll-out the practices learned building-wide.</p>
SWD	The professional development focus areas for the special education department will be specially designed instruction, behavior management and co-teaching. Teachers will learn how specific disabilities manifest in different educational settings and practical strategies for incorporating specially designed instruction in their lessons in an organized and efficient way to meet the unique needs of their students. Learn ways how general and special education teachers can work together more successfully to maximize student learning through data-driven specially designed instruction and effective time management. Special education teachers will learn about positive behavior interventions and support and de-escalation strategies to meet the specific needs of their students.