

Falconer Central School District

Stephen M. Penhollow, Superintendent of School

Judith A. Roach, Director of Instruction and Staff Development



Professional Development Plan September 1, 2023 – August 31, 2024

Adopted by the Board of Education: **7/11/2023**

Falconer Central School District
Falconer Middle/High School (Grades 6-12)
Harvey C. Fenner Elementary School (Grades 3-5)
Paul B. D. Temple Elementary School (Grades UPK-2)
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Curriculum & Instruction Cabinet Members

Professional Development Committee

Jon Anderson - Math 6-12 Department Leader
Sue Arrance - AIS K-5 Department Leader
Michelle Battaglia - Art/Music K-12 Department
Michelle Black - Science 6-12 Department Leader
Jennifer Collins - Grade 2 Grade Level Leaders
Ashley Digirolamo - Kindergarten Grade Level Leader
Terry English - Falconer Middle School Principal
Gary Gilbert - Harvey C. Fenner Elementary Principal
Holly Hannon - Paul B. D. Temple Elementary Principal
Jeff Jordan - Falconer High School Principal
Valerie McDonald – AIS 6-12 Department Leader
Dan McNeill - Social Studies 6-12 Department Leader
Jennifer Mikula - H&C/Business/Technology 6-12 Department Leader
Jill Moore – World Languages Department Leader
Mary Beth Nelson - English 6-12 Department Leader
Nancy Payne - Grade 4 Grade Level Leader
Steve Penhollow - Superintendent of Schools
Mary Plumb - STEAM Coordinator
Jamie Randazzo - Grade 3 Grade Level Leader
Michaeline Rizzo - Special Education 6-12 Department Leader
Judy Roach – Director of Instruction and Staff Development
Leasen Robinson – Universal Pre-Kindergarten Grade Level Leader
Carrie Roth - Grade 5 Grade Level Leader
Emily Scholeno - Physical Education/Health K-12 Department Leader
Tara VandeVelde - Grade 1 Grade Level Leader
Bryan Voorhis – Special Education K-5 Department Leader
Julie Widen - Director of Special Education & Student Services

Introduction

The contents of the Falconer 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 Falconer Central School District 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.

Overview of Professional Development

MISSION

The mission of the Falconer Central School District Professional Development Plan is to provide resources and programs that actively engage all members of the school community in continuous professional growth, designed to increase the success of all students. Through an environment of collegiality and collaboration, all employees will have opportunities to increase knowledge, improve performance, and enhance professional satisfaction.

The most effective way to improve the achievement of our students is to improve the quality of teaching. All teachers employed by the Falconer Central School District will be provided professional development opportunities directly related to student achievement and learning needs.

The Falconer Central School District Professional Development plan is the result of work conducted by the District's Curriculum & Instruction Cabinet. The Cabinet is composed of representatives from every instructional level, administrators, and instructional specialists. The Cabinet has agreed that the following principles should guide professional development in the district:

- Current Best Practices
- Grade Level/Department Needs
- Student achievement gaps revealed by data
- Current New York State and National Learning Standards
- Incorporation of current technology trends
- Integrity
- High productivity
- Responsiveness
- Promoting Quality Workplaces

The Falconer Central School District will provide all teachers professional development opportunities directly related to student learning needs. Teachers holding a professional certificate in good standing are required to complete 100 hours of professional development every five years. Professional development may be aligned with the following, but shall not be limited to:

- Current New York State and National Learning Standards
- New York Assessments
- Student Needs (may include, but shall not be limited to: linguistic, cultural diversity, social and emotional learning, and/or special needs.)
- Modules/Domains
- Technology
- Explicit Instruction
- Data Analysis
- Universal Design for Learning (UDL)

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.

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'Amato, June 1, 2016, www.highered.nysed.gov/tcert/).

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'Amato, June 1, 2016)

FCSD List of Contracted Entities or Individuals that will Provide CTLE

- Falconer Central School District Administration (Superintendent, Director of Instruction & Staff Development, Director of Special Education, and Building Principals)
- District approved Professional Learning Communities
- Erie 2 BOCES, Integrated Education Services
- Erie 2 BOCES, Distance Learning Department
- 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, [link here](#)
- 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
- Dr. Bill Daggett
- Mrs. Lucy Caulkin
- Mr. Dennis Ford
- Mr. Todd Whitaker
- Mr. Richard DuFour
- Mrs. Rebecca DuFour
- Mr. Robert Marzano
- Mrs. Angela Stockman
- Mr. Harvey Silver
- Mr. Richard Strong
- Dr. Timothy Rasinski
- Putnam/Northern Westchester BOCES
- New York State Education Department
- School Administration Association of New York State (SAANYS)
- Hodgson and Russ LLP
- Harris Beach LLP
- New York State United Teachers
- Engage New York
- SUNY Fredonia, Jamestown Community College, University of Buffalo, Buffalo State College, and other similar institutions not limited to by this list.
- New York State Reading Association

FCSD List of Contracted Entities or Individuals that will Provide CTLE continued

- New York State English Council,
- Association of Mathematics Teachers of New York State

- Science Teachers Association of New York State
- New York State Council for Social Studies
- New York State School Music Association
- New York State Art Teachers Association,
- Business Teacher Association of New York State,
- New York State Association for Health, Physical Education, Recreation, and Dance
- Chautauqua County Reading Council
- Council for Exceptional Children
- Parent Network of Western New York
- Adult Career and Continuing Education Services – Vocational Rehabilitation
- National Council for Teachers of Mathematics
- The National Association for Music Education
- New York State Association of Foreign Language Teachers
- Bureau of Education & Research (BER)
- Prevention Works (formerly CASAC)
- New York State Computers and Technology in Education (NYSCATE)
- Vector Training/Utica National Safety Videos

ASSESSMENT INSTRUMENTS

This professional growth and participation plan is aligned with the NYS Next Generation 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 5 and 8); and in Grades 9-12, on the Regents and/or Common Core examination programs. In addition, universal screening tools (iReady), district-developed assessments, commercially available and teacher prepared assessments, and local and regional common assessments 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, 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.

The Falconer 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 May 2023.

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, establishes equitable access to content, develops individual identities as learners and fosters curiosity and agency.

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
- Predicted national and global employment shifts and employer needs for 21st Century Skills
- 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 will be evaluated on a regular basis to support continuous learning. Teacher feedback from professional development activities will be 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 requirements 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 Recertification
 - 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 Services**
 - 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
 - Professional Reading
 - Student Teacher/Student Interns
 - Educational Television
 - Parent Education Groups
 - Field Trips
 - Review Classes
- **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.

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, Curriculum & Instruction Cabinet agendas, in-service training, and the annual school year and day calendar.

MENTORING

Introduction

This program is designed to provide support for beginning and experienced personnel new to the Falconer Central School District. The first year guidelines of this program will also be used to support current staff members who change building assignments. It is part of the teacher's continuum of experiences – building on preparation programs and accomplishments and anticipating continued development over the course of his/her career.

The quality of the relationship between the experienced teacher and the mentee is essential 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 Falconer 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.

Mentor Leader Selection Procedure

1. Submit a letter of interest.
2. Interview Committee

The interview committee must (when available) include the following but not be limited to:

- Superintendent
- Director of Instruction and Staff Development
- Director of Special Education
- Building Administrator
- FEA Representative

Definition of a Mentor Leader

The definition of a mentor leader is a tenured peer coach or a guide that demonstrates teaching/professional excellence and who has the ability to oversee a group of professionals.

Role of a Mentor Leader

The role of a mentor leader may include the following but shall not be limited to:

- Oversee the role of a mentor
- Oversee the role of a mentee
- Is advisory, not evaluative or disciplinary
- Maintain communication with mentors and mentees throughout the school year
- Be a confidential liaison between the mentor/mentee and the building administrator and the Director of Instruction and Staff Development
- Conduct up to three mentor/mentee meetings each school year

Preparation of a Mentor Leader

- Additional training will be provided in accordance with the Falconer Central School Professional Development Plan
- Training will be offered by Erie 2 Chautauqua-Cattaraugus BOCES for mentors to:
 - Deepen their understanding of the mentor leader role
 - Deepen their understanding of the stages a new teacher goes through
 - Provide mentors with a repertoire of skills for working non-judgmentally with a colleague
 - Teach mentors how to build trust with a colleague
 - Make mentors aware of pitfalls
 - Inform mentors of the resources and expectations of the mentoring program

Mentor Selection Procedure

- 1) Submit a mentor application.
- 2) Interview Committee

The interview committee must (when available) include the following but not be limited to:

- Building Administrator
- FEA Representative
- Mentor Leaders

Definition of a Mentor

The definition of a mentor is a tenured peer coach or a guide that demonstrates teaching/ professional excellence.

Role of a Mentor

The role of a mentor may include the following but shall not be limited to:

- Is to coach and/or guide the new teacher
- Is advisory, not evaluative or disciplinary
- Observe instruction Assist in instructional planning
- Peer coaching with new teacher
- Is to orient the new teacher to the school culture & procedures
- Is to model instruction
- Is to maintain and submit mentor/mentee log
- Is to utilize Mentor/Mentee checklists throughout the school year
- Is to maintain confidentiality between self and mentee
- Is to maintain confidentiality between self and administration

Preparation of a Mentor

- Additional training will be provided in accordance with the Falconer Central School Professional Development Plan
- Development Plan
- Training will be provided by Erie 2 Chautauqua-Cattaraugus BOCES for mentors: • Deepen their understanding of the mentor role
- Deepen their understanding of the stages a new teacher goes through
- Provide mentors with a repertoire of skills for working non-judgmentally with a colleague
- Teach mentors how to build trust with a colleague
- Make mentors aware of pitfalls
- Inform mentors of the resources and expectations of the mentoring program

Role of a Mentee

The role of a mentee may include the following but shall not be limited to:

- participates in additional professional development as outlined in the Falconer Central School Professional Development Plan
- maintains confidentiality and professionalism with the mentor
- participates in scheduled meetings and mentoring activities and completes the Mentoring log with Mentor
- becomes familiar with the district and building resources, guidelines and expectations
- gains understanding in areas of student assessment, instruction, classroom management and design, discipline, scheduling, planning and organization and communication with parents
- visits the mentor's classroom

- engages in self-reflection and self-analysis
- establishes goals
- mentee may consult with other colleagues on matters of resources, materials, teaching style, methodology and content.

Types of Mentoring Activities

- Possible mentoring activities include immediate concerns and procedures, teaching styles and techniques, district and building organization, professional growth and development and other identified areas.

Allotment of Time

- *Year 1*
 - The mentor will conference with the first year teacher at least 30 minutes per month.
 - Upon request the building administrator will release a mentor or mentee from classroom duties to peer/coach/observe. The duration and the frequency of release time will be determined by the building administrator and mentor leader. Release time must have prior approval by the building administrator.
- *Year 2*
 - The mentor will conference with the second year teacher at least 30 minutes per month.
 - Upon request the building administrator will release a mentor or mentee from classroom duties to peer/coach/observe. The duration and the frequency of release time will be determined by the building administrator and mentor leader. Release time must have prior approval by the building administrator.
- *Year 3*
 - Upon request the building administrator will release a mentor or mentee from classroom duties to peer/coach/observe. The duration and the frequency of release time will be determined by the building administrator and mentor leader. Release time must have prior approval by the building administrator.
 - The mentor will conference with the third year teacher at least 30 minutes per month.
- *Year 4*
 - Upon request the building administrator will release a mentor or mentee from classroom duties to peer/coach/observe. The duration and the frequency of release time will be determined by the building administrator and mentor leader. Release time must have prior approval by the building administrator.
 - The mentor will conference with the fourth year teacher at least 30 minutes per month.
 - Mentoring for Year 4 is at the discretion of the building administrator in collaboration with the mentor.
 - Conferencing may include but shall not be limited to:
 - Scheduling common sessions
 - Releasing the mentor and the new teacher from a portion of their instructional and/or non-instructional duties.
 - Providing time for mentoring during superintendent conference days, before and after school day, and during summer orientation.

FALCONER MENTOR/ CHECKLIST TEMPLE FENNER ELEMENTARY

Before the start of school:

- Tours
 - Building and grounds
 - Community – demographics, resources, etc.
- Staff
 - Staff Introductions
 - List of important staff phone numbers
 - Administrators and their roles
 - Social Worker, School Counselor, Psychologist, OT, PT, COTA, Speech & Behavioral
- Specialist
 - Other personnel – secretary, maintenance, technology
- Supplies
 - Where supplies are stores
 - What supplies are available
 - Procedure for ordering supplies
- Technology
 - Copy machine locations
 - Technology Office
 - Gmail
 - Schoology
 - Google Drive
 - Zoom Account
 - GoGuardian
 - Classlink
 - Server Backup
 - Computer – Desktop/Laptop
 - Qware
 - Computer/printer access – fob
 - Vector Training – monthly online videos
- Emergency Procedures
 - Familiarize with emergency procedure plan
 - What to post in classroom
- Schedules
 - Academic calendar, including staff development days, holidays, etc.
 - Daily class schedule
 - Faculty meetings/Department meetings
- Non-Instructional
 - Student attendance
 - DASA
 - Breakfast/Lunch procedures
 - Bus duty/procedure
 - Before/after school
 - School hours
 - Extra-curricular activities
 - Chaperoning school events
 - Pay procedures/salary classification
- PTO
- CareWare
- Record Keeping
 - Lesson plan procedures
 - Using Power School Gradebook
 - Phone call log book
- Parent Communication
 - Parent communication/log – phone, email, notes, other
 - Parent/Teacher conferences
 - Report Cards
 - Discipline/Behavior
- Professional Development Plan
 - CTLE (Continuing Teacher and Leader Education) requirements
 - Flex Day Proposals/Completion/Summary
- Teacher Attendance Policies
 - Teacher School Day
 - Teacher sick day/personal day/bereavement
 - Preparing substitute folder
 - Teachers leaving during the day – policies and procedures
 - School cancellation and delay policy
- Preparations for Students
 - Open House
 - Classroom Setup
 - Class lists
 - Attendance
 - Bulletin Boards
 - Materials/Curriculum Guides
 - Summer letter to parents
 - School hours
 - Classroom management/procedure
 - Discipline in classroom/school policies
 - Emergency information
 - 504 and IEPS
 - Bus Information – communication to and from school
 - Student folders from previous year
- Professionalism
 - Dress
 - Conduct
 - Confidentially
 - Social Media
- Union
 - School representatives
 - Copy of FEA contract
 - Retirement providers
 - Other Employee Benefits

FALCONER MENTOR/ CHECKLIST TEMPLE FENNER ELEMENTARY

September/October

- Safety Guideline/Safety Day
 - Student Information
 - Medical alerts
 - 504/IEP plans
 - Student health concerns
 - Forms for office
 - Emergency go home
 - Photo
 - Student information
 - Breakfast
 - Parent communication
 - Homework/policies/make-up work
 - Grading procedures
 - Progress reports
 - Conferences
 - SST
 - AIS
 - Second Step
 - PDP opportunities/calendar
 - Vector Training
 - Field trip policies/process
 - Mandatory reporting of child abuse/neglect
 - Department meetings/grade level meetings
 - School related clubs/programs
 - Extra-curricular school activities/duties/responsibilities
 - Scheduling classroom release time for both mentor and mentee
 - Consultant teacher/classroom teacher roles
 - Staff Development Days
 - Flex Day Proposals/Completion/Summary
 - iReady
 - Benchmarks
 - SLOs (when applicable)
 - Writing folders – first writing sample
 - Guided Reading
 - Progress Monitoring
 - School website and teacher webpage
 - Helpful website
 - APPR/formal/informal observations
 - Essential Elements/Danielson Model
- Common Core – I can statements
 - Curriculum planning and pacing
 - Formative assessments
 - Classroom management
 - Organizational tips
 - Holiday classroom parties
 - End of first trimester/Report Cards
 - Technology
 - Schoology
 - Gmail
 - Student Chromebooks
 - Qware
 - Google Drive/ Shared Drives
 - PowerSchool/PowerTeacher Gradebook
 - GoGuardian
 - Classlink
 - DESSA Fall Benchmark
 - Flex Day Proposal/Completion/Summary

**FALCONER MENTOR/ CHECKLIST
TEMPLE FENNER ELEMENTARY**

November/December

- Weather related school cancellation procedure
- Review school cancellation policy
- Scheduling class release time for both mentor and mentee
- Observation and feedback
- Formal/informal observations
- Reflect on what is going well and what to improve
- CTLE requirement reminder
- End of trimester procedures/report cards
- Requisitions for next school year
- Progress Monitoring
- Parent Communication
- Flex Day Proposal/Completion/Summary

**FALCONER MENTOR/ CHECKLIST
TEMPLE FENNER ELEMENTARY**

January/February

- Strategies to get through winter
- Student/teacher illness
- Grading policies – incomplete grades/changing grades
- State exam schedule
- Pacing of curriculum
- Scheduling classroom release time for both mentor and mentee
- Student concerns at mid-way point
- Second writing sample
- Professional development
- State testing
 - Scheduling
 - What grade levels are assessed
 - District and State
 - Grade level procedures for testing
- Formal/informal observations
- Reflection of mentoring process
- Begin discussing summer or next year staff development opportunities
- Progress Monitoring
- Mid-Winter Break
- Student absence due to family vacation
- Parent Communication
- Requisition for next school year
- Flex Day Proposals/Completion/Summary

**FALCONER MENTOR/ CHECKLIST
TEMPLE FENNER ELEMENTARY**

March/April

- Review testing procedures
- State testing schedule/Regional scoring
- Scheduling classroom release time for both mentor and mentee
- Pacing of curriculum
- Review IEP/504 procedures
- End of second trimester/report cards
- Spring Break
- Student absence due to family vacation
- Progress Monitoring
- Parent Communication
- Flex Day Proposals/Completion/Summary

**FALCONER MENTOR/ CHECKLIST
TEMPLE FENNER ELEMENTARY**

May/June

- Strategic tips for the final weeks of school
- Classroom inventories
- End of year writing sample
- Server backups/Google Drive
- Testing procedures
- End of third trimester/report cards
- Progress Monitoring
- Year-end activities, awards, and events
- Final grades/reports
- Year-end closing procedures
- Summer curriculum projects
- Thoughts for evaluation of mentoring program
- Final exam schedule and exam grading
- Submission of final grades and paperwork
- Building year end check off procedures
- Closing up your classroom for the summer
- Map or photo of classroom for custodian
- Keeping in contact over the summer
- Summer prep for upcoming school year
- Teacher material preparation for the fall
- Next year's calendar
- Reflection of past years – accomplishments/ successes/concerns
- Graduation date
- Schedule for next year
- Awards assembly
- Set goals for next year
- Safety Guideline/Safety Day
- Parent Communication
- DESSA Spring Benchmark
- Flex Day Proposals/Completion/Summary

FALCONER MENTOR/MENTEE CHECKLIST MIDDLE/HIGH SCHOOL

Before the start of school:

- Tours
 - Building and grounds
- Staff
 - Staff Introductions
 - List of staff phone numbers
 - Administrators and their roles
 - Social Worker, School Counselor, Psychologist, OT, PT, COTA, Speech & Behavioral Specialist
 - Other District personnel
- Supplies
 - Where supplies are stores
 - What supplies are available
 - Procedure for ordering supplies
- Technology
 - Copy machine locations
 - Technology Office
 - Gmail
 - Schoolology
 - Google Drive
 - Zoom Account
 - Server Backup
 - Computer – Desktop/Laptop
 - Qware
 - Computer/printer access – fob
 - Vector Training – monthly online videos
- Emergency Procedures
 - Familiarize with emergency procedure plan located in classroom
 - What to post in classroom
- Schedules
 - Academic calendar, including staff development days, holidays, etc.
 - Daily class schedule
 - Board of Education meetings
 - Open House
 - Faculty meetings/Department meetings
 - 9th Period
- Professionalism
 - Dress
 - Conduct
 - Confidentially
 - Social Media
- Discipline Policies
 - Classroom
 - School property
 - Office referrals
- Non-Instructional
 - Hall duty/hall passes
 - Before/after school
 - Extra-curricular activities
 - Chaperoning school events
 - School hours
 - Bus duty
 - DASA
 - Referrals (IEP/504)
 - Pay procedures/salary classification
 - Student Attendance
 - Homecoming
 - PACT (Middle School)
 - CareWare
- Record Keeping
 - Lesson plan procedures
 - Using Power School Gradebook
 - 9th Period log book
 - Phone call log book
- Parent Communication
 - Parent communication policies
 - Emails
- Professional Development Plan
 - CTLE (Continuing Teacher and Leader Education) requirements
 - Flex Day Proposals/Completion/Summary
- Attendance Policies
 - Teacher sick day/personal day/bereavement
 - Preparing substitute folder
 - Teachers leaving during the day – policies and procedures
 - School cancellation and delay policy
 - Teacher school day
- Union
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**FALCONER MENTOR/MENTEE CHECKLIST
MIDDLE/HIGH SCHOOL**

September/October

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- Student Information
 - Medical alerts
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MIDDLE/HIGH SCHOOL**

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- End of semester procedures/report cards
- Requisitions for next school year
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MIDDLE/HIGH SCHOOL**

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- Mid-Winter Break
- Student absence due to family vacation
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MIDDLE/HIGH SCHOOL**

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MIDDLE/HIGH SCHOOL**

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- Teacher material preparation for the fall
- Next year's calendar
- Reflection of past years – accomplishments/successes/concerns
- Graduation date
- Schedule for next year
- Awards assembly
- Set goals for next year
- Safety Guideline/Safety Day
- Parent Communication
- DESSA Spring Benchmark
- Flex Day Proposals/Completion/Summary

Mentor Classroom Walk-Through

Mentee: _____ Date: _____ Time: _____

Grade/Subject Area: _____ Number of Students: _____

Complete the following prior to walk-through:

Description of Lesson:

Area of Focus:

Please check areas of Criteria for Effective Teaching observed during lesson.

- Planning & Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities Comments:

Complete after the walk-through:

What did you learn from this experience?

What types of collaboration took place for this lesson?

What might improve this lesson?

Completed by: _____ Date: _____

*Information gathered during a walk-through is strictly for mentor/mentee use and will not be used as part of an evaluation

Mentee Classroom Walk-Through

Manor: _____ Date: _____ Time: _____

Grade/Subject Area: _____ Number of Students: _____

Complete the following prior to walk-through:

Description of Lesson:

Area of Focus:

Please check areas of Criteria for Effective Teaching observed during lesson.

- Planning & Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities Comments:

Complete after the walk-through:

What did you learn from this experience?

What types of collaboration took place for this lesson?

What might improve this lesson?

Completed by: _____ Date: _____

*Information gathered during a walk-through is strictly for mentor/mentee use and will not be used as part of an evaluation

Falconer Central School

Mentor Application

School Year: _____

Name _____ Building: _____ Home Phone: _____

Assignment at FCS: _____ Total years in education: _____ Years at FCS: _____

Areas of Certification: _____

What expertise do you have to offer:

District and/or Building Committee Participation/Teacher Association Involvement: (List committees which you have chaired or participated on and length of time served.)

Applicant's Agreement:

My signature below indicates my willingness to become a mentor and to follow the mentor program set forth in the Professional Development Plan for Falconer Central School. I understand that there will be required topics to address with the mentee and required records to maintain. I understand the need for confidentiality and am willing to sign a confidentiality agreement when assigned a mentee.

Signature of Applicant:

Date:

Please return your application to the building principal.

Mentor/Mentee Agreement

During the school year from _____ (month and year) to _____, (month and year)

_____ (Mentor's name) and _____ (Mentee's name)
will participate together in the FCS Mentoring program as described in the Falconer Central School
Professional Development Plan.

Mentor's signature: _____ Date: _____

Mentee's signature: _____ Date: _____

Mentor/Mentee Statement of Completion

During the academic period stated above, we have participated together in the FCS Mentoring Program
as described in the Falconer Central School Professional Development Plan.

Mentor's signature: _____ Date: _____

Mentee's signature: _____ Date: _____

This page, along with the Log Sheet, must be submitted to the building principal
at the conclusion of the mentoring assignment.