PROFESSIONAL LEARNING PLAN 2020- 2021

Membership of Professional Learning Advisory Committee:

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Board of Education Approved: August 25, 2020

Contents

District Mission, Core Beliefs and Goals

MISSION STATEMENT: *The Churchville-Chili Central School District challenges all students to strive for excellence while developing their unique talents and becoming respectful, resourceful citizens and contributing members of an interconnected global society.*

CORE BELIEFS: *The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students believe:*

- In treating each other with mutual respect, dignity and honesty
- In respecting and preserving all of our school resources
- That respecting diversity affirms individual worth and benefits the community
- That everyone deserves a welcoming and nurturing environment that fosters positive relationships
- Everyone learns best when they are engaged in meaningful, active work
- Everyone needs to take ownership for advancing the learning of themselves and others
- In promoting and modeling local, national and global citizenship for the greater good

DISTRICT GOALS: *The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students will strive to:*

- Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, national assessments, graduation, and the transfer and application of learning into their lives
- Develop civic-minded, culturally respectful, responsible, well-rounded, goal-oriented graduates who strive to be life-long learners
- Provide access and inclusivity for all to achieve equity
- Sustain a safe and secure school environment
- Communicate effectively with stakeholders, emphasizing quality and service
- Promote cost effectiveness; develop and manage a budget that provides a quality education in a fiscally responsible manner
- Provide quality facilities that are well maintained
- Integrate and utilize technological resources to enhance and improve teaching and learning, communication, and school operations

CCCSD Principles of Learner-Centered Instruction

Looks like:

Learners working collaboratively in a respectful and meaningful manner

Learners using effective communication to create, share, and build upon ideas

Learners taking responsibility for their own learning by setting goals and monitoring progress

Learners making relevant connections between what they are learning and their own lives

Learners using critical thinking skills to develop and refine their understandings

Learners having some autonomy and choice

Learners reflecting on their work and the work of others

Learners using technology as a tool for learning and communicating

Learners developing their own questions to guide their learning

Learners producing meaningful work that demonstrates learning

Learners persevering and using a variety of strategies to effectively solve problems

Learners energized by engaging learning experiences

Professional Learning: Definition

Professional Learning, or Continuing Teacher and Leader Education (CTLE), is an avenue to support staff in ultimately attaining high levels of student learning and achievement. To that end, our district's instructional goal is to engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, national assessments, graduation, and the transfer and application of learning into their lives.   This goal is elaborated upon in our district's Principles of Learner- Centered Instruction. What is most critical to reaching our goals and meeting our principles is the core belief that everyone needs to take ownership for advancing the learning of themselves and others. The professional learning opportunities provided in Churchville-Chili are based upon this premise.

Professional Learning can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, strengthening leadership, and visiting successful programs. Professional Learning experiences that utilize collegiality, collaboration, discovery, and problem solving enhance the individual strengths within a staff. The focus for professional learning is the individual working with others to provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional Learning is results-driven, based on data analysis.

Professional Learning: Mission

The overall mission for Professional Learning at the Churchville-Chili Central School District shall be to incorporate, implement and foster concepts and practices from proven educational theories, perspectives, collaboration and research that promote excellence in our schools and success for all learners.

Professional Learning at Churchville-Chili Central School District aspires to include the following attributes:

- Job-specific
- Job-embedded
- High quality
- On-going
- Research-based
- Evaluated and assessed
- For all employees

	Page 5	

Professional Learning: New York State Standards

The New York State Professional Learning Standards serve as a guideline for the Professional Learning or Continuing Teacher and Leader Education (CTLE) plan. The ten standards for high quality Professional Learning are stated below.

1. **Designing Professional Learning:** Professional Learning 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.
2. **Content Knowledge and Quality Teaching:**   Professional Learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional Learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional Learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional Learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional Learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional Learning 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.
8. **Data-driven Professional Practice:** Professional Learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional Learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional Learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Professional Learning Opportunities/Formats

Out-of-District Sessions:
Specific outside sessions related to core instructional practices are promoted by the district but any outside session or professional learning opportunity of interest must be submitted for approval to the Short Term Leave Committee. These outside sessions may be related to in-depth aspects of job-specific skills or may be areas of professional growth beyond the usual scope of an individual's daily duties.

In-Service Sessions:
After school in-service, online courses, collegial circles and other forms of professional learning outside of the regular school day provided by the district. These sessions may be extensions of training in core instructional practices or may provide other areas of professional growth.

In-District Required Sessions:
Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through mandatory full-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

In-District Voluntary Sessions:
Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through voluntary full or half-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

Required/ All Staff K-12 / Job-Embedded Sessions:
Skills and understanding considered to be common and critical core instructional practices are continually enhanced through targeted professional learning during regularly scheduled meetings of various teams including: Faculty, Grade-Level, Departmental, Task-Force / Committee, and Administrator teams. Superintendent's Conference Days will also be used to provide time to work on core instructional practices.

Voluntary/ All Staff K-12 / Job-Embedded Sessions:
Skills and understandings considered to be common and critical core instructional practices are continually enhanced through targeted professional learning that is embedded in real time and in the classroom. Instructional Coaches and Instructional Leaders provide support to their colleagues through planning, implementation and debriefing of lessons.

Voluntary/ Online Professional Learning:
Staff can enhance their professional learning through participation in online and/or hybrid (online and face-to-face) opportunities. Online and hybrid learning provides flexibility and the ability to self-pace. Using collaborative web-tools, participants can share, learn and support each other even if they are not physically in the same location.

Conference Days:
All Conference Days at CCCSD are carefully planned to align with NYS and district initiatives, as well as district data analysis. Professional learning opportunities are differentiated and staff often has a variety of choices in planning their day.

Full and Half Conference Days with a focus on professional learning:

August 31, September 1, 2 and 3, 2020 – Mentor Training and New Teacher Orientation and Induction Program acclimates teachers and mentors to the district and program guidelines. The Mentor and New Teacher Program also provides the opportunity to review curriculum, assessment, instructional materials, and classroom preparation for the start of school.

September 8 and 9, 2020 --Superintendent's Conference Days--Health and safety protocols, social emotional learning and wellness topics, instructional planning and preparation related to COVID-19.

February 1, 2021 - Superintendent's Conference Day.   Topics may include: Next Generation Learning Standards alignment, K-12, embedding ISTE standards, completion of semester courses, scoring state examinations, analysis of common assessments to refocus teaching strategies, Response to Intervention, instructional unit and lesson development focused upon learner- centered principles, content related assessment and planning, or any topics related to district-wide initiatives.

April 30, 2021 - Superintendent's Conference Day–Grades 3-8 scoring of Assessments and analysis of results to refocus teaching strategies; curriculum writing for grade 7-8 content area teachers and 9-12 teachers.

Delivery of Professional Learning

At Churchville-Chili Central School District we recognize that all of us are in different places as learners and educators. Some of us like to read deeply on a topic and discuss our thoughts in a small group as we wrestle with complex theory and philosophies. Some of us are energized to learn new skills and ideas we can implement right away. Some of us have already developed a great deal of expertise and are seeking a forum to share with and support our colleagues working on a similar topic.

To help meet these different needs, we've provided a variety of topics and formats. While all of our professional learning programs are focused on the CCCSD Mission, Beliefs and Goals, we have worked to offer different paths for learning and collaboration. Our CCCSD professional learning sessions are organized into several different models:

Workshops are designed to provide direct instruction to educators in specific concepts and skills. After an initial session, participants are given the tools to implement these new concepts and skills in their classrooms and share with the group. Workshops are an ideal way to learn or relearn powerful skills and concepts that can be immediately applied in the classroom.

Work Sessions are half or full days for collaborative development and ongoing refinement of instructional practice. These sessions are often multi-step projects where educators look at an area of instruction such as curriculum, instructional materials, and instructional strategies.

Book Groups are journeys where participants read, discuss, and reflect on the ideas of a particular text. Book Groups allow a deeper discussion of critical and complex topics. These sessions are an ideal forum to gain new ideas and insights from the book and from each other.

Coaching sessions can provide individuals and small groups an opportunity to work with a coach on a particular topic that may include work on curriculum, instructional strategies, or other professional learning areas.

After-School Training provides an opportunity to learn new skills and ideas in one or more brief sessions scheduled outside of the regular school day. These sessions are often focused on a very specific tool or strategy.

Collegial Circles and User Groups are for educators who are seeking new ideas and support as they implement a particular strategy. While some new information will be shared in Collegial Circles, the focus is on implementing and refining practices rather than acquiring new information. Collegial Circles are ideal for educators who are already familiar with a topic and

are seeking to share their experiences and seek support from colleagues as they move to mastery.

Online Professional Learning offers more flexibility for teachers to continue their professional learning. Online courses include participation utilizing web-based collaboration tools. Some online courses also offer the option for "face-to-face" interaction, either as a kick-off or a wrap-up to the course.

We create and regularly update our online professional learning catalog (WinCapPD) of sessions which includes workshops, book groups, after-school training, online courses and collegial circles with similar topics such as Problem Based Learning, Literacy, Learner-Centered Instructional Planning, Engagement, and Assessment. Each type of session will treat the topic in a little different manner to reflect the various levels of experience and comfort of the participants. Efforts are made to ensure that professional learning is continuous and sustained and that the methods and approaches for delivering professional learning have been shown to be effective.

Key Professional Learning Topics

Below is a list of some of the key topics for professional learning at Churchville-Chili Central School District. This is not a comprehensive list of all the professional learning offerings, but the topics that have been determined by a thorough analysis of multiple data sources.

Balanced Literacy
Planning lessons incorporating instructional strategies related to establishing and implementing a balanced literacy framework: Guided Reading, Writers' Workshop, and Word Study in elementary and middle level classrooms. Planning literacy lessons and incorporating instructional strategies specific to teaching students at the middle and high school level including reader response and accelerating struggling adolescent readers. Literacy specific training and support is provided by on-site Literacy Coaches. Next Generation Learning Standards Standards alignment will be provided through awareness sessions along with curriculum writing opportunities both in-district and in collaboration with BOCES 2 led by literacy coaches.

Conceptual Mathematics
Planning lessons using instructional strategies (including Learner-Centered Principles) in mathematics instruction for grades K through 12 utilizing a consistent instructional resource. Teachers will work to provide a program which balances conceptual understanding, inquiry, and skill development. Mathematics specific training and support is provided by on-site Math

Coaches. Next Generation Learning Standards alignment will be provided through professional learning sessions along with curriculum writing both in-district and in collaboration with BOCES 2.

Instructional Technology

Planning lessons using instructional strategies to engage students through the use of tools that may include: Interactive Flat Panels, iPads, Chromebooks, G Suite for Education, WeVideo, SeeSaw and other web-based tools. Instructional Technology training and support is provided by an on-site Instructional Technology Coach.

Instructional Planning

Specific task-embedded training for staff engaged in writing district curriculum including deep understanding of and training in writing district learning objectives aligned with New York State expectations, Next Generation Learning Standards, and assessments. Staff engaged in planning or supervising instruction will develop skills and concepts of unit, lesson and assessment design necessary to create high-quality lessons and units aligned with state and district expectations.

Student Engagement

Planning strategies such as cooperative grouping, active learning, and choice to engage learners in higher levels of participation and understanding. Additional strategies are offered to help build teacher-student relationships, develop and utilize questioning techniques for reluctant responders, and provide varied tools for responding to disruptions in an effort to redirect to effective learning.

Differentiation

Planning lessons which incorporate instructional strategies to meet the diverse needs, abilities and background of all students.

Assessment – Common Assessments and/or Interim Assessments

Understanding concepts and skills necessary to create quality assessments throughout the stages of an instructional unit including informal and formal assessments, and diagnostic, formative and summative assessments. Teachers will learn to create an assessment system that is balanced--aligned, impactful, diversified, authentic, rigorous and reliable. Use of the eDoctrina resource will be included.

Content Area Literacy Instruction

Planning and instructional strategies to provide a balance of skills and concepts in the content areas including mathematics, science, social studies, language other than English, CTE,

PE/Health, and the arts. The focus will be upon 6-12 Literacy Integration (Next Generation Learning Standards) as well as incorporation of Learner-Centered Principles.

Collegial Learning & Professional Practice
Training for teachers in specific leadership and/or support roles such as Instructional Leaders, Coaches, and Mentors. A variety of content-specific and/or topic-specific areas (for example, Instructional Rounds) may be addressed through collegial circles, book study groups, user groups, or other forms of collegial study.

Comprehensive and Supportive Learning Environments
Training for all staff on how to provide a comprehensive and supportive learning environment for all students. Uses a comprehensive, coordinated approach using research-based best practices to provide a framework for school communities to create, enhance and sustain supportive learning environments. It enhances the effectiveness of school communities through meaningful stakeholder involvement using a coordinated school health approach and supports behavioral, academic, social and emotional development and learning.

Collaborative Inquiry Teams
Training for data teams: teachers and administrators participating in meaningful and purposeful data-driven dialogue through collaboration. Discussions include data analysis, action plan development, implementation and monitoring student progress.

APPR Training - Lead Evaluator Training
Lead teacher evaluators, those who conduct summative annual professional performance reviews, will be provided with training outlined by New York State Education Department to meet the new APPR regulations.

International Baccalaureate
Secondary teachers to participate in curriculum writing and lesson design, as well as on-going professional learning sessions through the International Baccalaureate Program

Restorative Practices
Participants will learn how to facilitate peacemaking circles for building relationships, academic circles community conferencing for serious wrong-doing, restorative discipline, transition circles, and peer mediation.

Therapeutic Crisis Intervention for Schools (TCIS)

The TCIS training program presents a crisis prevention and intervention model designed to teach staff how to help children learn constructive ways to handle crisis. The ability of the entire organization to respond effectively to staff and young people in crisis situations is critical in

establishing not only a safe environment, but also one that promotes growth and development. The skills, knowledge, and professional judgment of staff in responding to crises are critical factors in helping young people learn constructive and adaptive ways to deal with frustration, failure, anger, rejection, hurt, and depression.

Higher Order Thinking Skills

Grades K-12 teachers will participate in training opportunities that will assist them in developing instructional strategies that challenge students to think at deeper levels. Teachers will learn about questioning strategies that align with Next Generation Learning Standards expectations so that students develop thinking skills that prepare them for the rigor of college and career.

ISTE Standards/Technology Integration

Grades K-12 teachers will participate in learning opportunities that will assist them in developing future-ready skills.   These skills include critical thinking, problem-solving, communication and collaboration. Teachers will learn how to integrate these skills into their curriculum through approaches like Problem/Project Based Learning (PBL) and other STEM-focused (Science, Technology, Engineering and Mathematics) lessons. Teachers will look for opportunities to partner with community businesses and organizations to help build authentic experiences for students.

Response to Intervention

Grades K-12 teachers will participate in ongoing learning opportunities that will provide a common understanding of the RtI process, as well as strategies to assist students when they struggle. Teachers will understand the three tiers of instruction, how to write effective and research-based plans, and how to monitor the effectiveness of plans.

Social Emotional Learning/Mental Health

Opportunities will be offered to staff to increase awareness of mental health disorders and treatments, as well as the impact in the classroom. Proactively, professional learning will be offered to promote empathy, emotional management, problem-solving and skills for learning.

Culturally Responsive Teaching

Embedded in professional learning opportunities, staff will learn how to engage learners while respecting their cultural integrity. Staff will be mindful of race, ethnicity, class, gender, region, religion, and family and how each contributes to every student's cultural identity.

Professional Learning Curriculum Projects

Curriculum work is ongoing and focuses on the development of Learning Objectives and Curriculum Maps leading to assessments for improvement of student achievement. As projects are completed they are implemented and feedback from classroom implementation is used to guide continual revision and improvements.

A curriculum audit focusing upon implementation was conducted in the Summer 2011. Results of that audit were presented to the Board of Education along with a specific plan for further curriculum work including updates, alignment with Next Generation Learning Standards, and the curriculum database system itself.

In June, 2012, the Atlas system was purchased to house the curriculum documents. The curriculum was transferred to the new database during July and August.

Ongoing work includes: aligning Next Generation Learning Standards literacy expectations for all content areas, 6-12; updating all "hard copy" curricular documents into the new database; reviewing and beginning alignment with IB courses; embedding International Standards for Technology Education into all curricular areas; and adding essential questions/enduring understanding for instructional classroom use to all units of study.

Professional Learning Instructors and Use of Independent Consultants

Professional Learning opportunities will be made available at the district level and will be supported in part by BOCES (Mid-West JMT), RBERN, RSE-TASC, RIC, Teacher Centers and approved vendors. Churchville-Chili Central School District will seek to comply with any regulations regarding outside instructors. As a participating district in the Monroe 2-Orleans BOCES, we utilize the many presenters that are vetted and approved through BOCES. Below is a list of vendors:

- University of Rochester Medicine, Pediatric Behavioral Health and Wellness staff
- Ellen Rossetti, professional learning Specialist RSE-TASC
- Lourdes Roh, Mid-West RBE-RN
- American Alliance for Health Physical Education, Recreation and Dance
- New York State Reading Association
- New York State Association for Computers and Technologies in Education
- American Council on the Teaching of Foreign Languages
- Guild of IB World Schools Northeast
- New York State Association of Family and Consumer Sciences Educators
- New York State Art Teachers Association
- Partners in Restorative Initiatives

- The Residential Child Care Project, Cornell University
- Center for Autism and Related Disabilities
- Monroe Council of Mental Health
- Reading Recovery Council of North America
- International Society for Technology Education

Evaluation of Professional Learning

Multiple measures will be utilized to assess professional learning opportunities. One tool will be a mandatory evaluation form to be filled out by teachers at the completion of a professional learning event. The questions were developed by the Professional Learning Advisory Committee and are research-based.

Professional Learning Goals and Implementation Plan for 2020-21

The following professional learning goals and objectives have been identified for the 2020-21 school year. This plan was generated through the analysis of multiple data sources and supports the needs of both district and buildings. It is aligned to New York State Professional Learning Standards as well as Churchville-Chili Central School District mission, core beliefs and district goals.

Churchville-Chili Central School District qualifies for the CR Part 154 School District Waiver Specific to English Language Learners. Note that our ESL teachers fully participate in the following professional learning plan as well as offerings provided by our Mid-West RBERN. See appendix F for a copy of the CR Part 154 School District Waiver.

Goal #1: Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, national assessments, graduation, and the transfer and application of learning into their lives.
Objectives: 1.1 Provide professional learning opportunities that promote learner-centered instruction that leads to mastery on local, state and national assessments 1.2 Provide data analysis and curriculum writing opportunities to create rigorous and aligned curriculum that allows for transfer of skills, and is responsive to students' needs and the demands of the future workforce.

Activities and Strategies:
- Provide multiple trainings on the topics of Balanced Literacy, Response to Intervention, Problem-Based Learning, Inquiry, and Engagement, Engineering Design, and Embedded Technology
- Provide follow-up instructional coaching to assist teachers in transferring learning from professional learning trainings to the classroom
- Assist teachers in self-evaluation and peer-evaluation of implementation of learner-centered teaching practices
- Provide opportunities to review RtI data to make decisions about students in need of further support
- Provide administrators with professional learning and checklists for important "look for's" when observing teachers implementing learner-centered instruction
- Provide release time and summer curriculum writing days, as well as professional learning and guidance for revising curriculum documents

Action Plan

Actions	Evidence	Responsibility	Timeline
Provide professional learning offerings to align with Goal #1 through the WinCap PL Catalog	WinCap PL Catalog Attendance Rosters PL Advisory Committee Minutes	Central Office Administrators Building Administrators Directors Instructional Leaders Instructional Coaches Teacher Leaders PL Advisory Committee	Summer 2020 Ongoing • PL Advisory Committee meetings in November, and March • Monthly Administrative meetings • Monthly Instructional Leader and Instructional Coaches meetings
Disseminate relevant outside PL offerings (BOCES, Colleges, etc.) to targeted teachers/ administrators	Emails to teachers Flyers distributed to administrators	Central Office Administrators Building Administrators Directors Instructional Leaders	Ongoing • Monthly Administrative meetings • Monthly Instructional Leader and Instructional Coaches meetings

Provide professional learning for administrators, as well as checklists and "look for's" to support Goal #1	Presentations to administrators Checklists for administrators	Central Office Administrators Instructional Coaches	Summer 2020 Ongoing • Monthly Administrative meetings
Analyze student achievement data as well as evaluation of professional learning offerings to determine effectiveness of PL	Collaborative Inquiry forms RtI plans PL Advisory Committee minutes Administrative Meeting minutes	Central Office Administrators Building Administrators Directors PL Advisory Committee members Instructional Coaches	Summer 2020 Ongoing • PL Advisory Committee meetings in November and March • Monthly Administrative meetings • Monthly Instructional Coaches meetings
Continue to refine our RtI Process through the RtI Leadership Team meetings	Refinement of a district-wide RtI binder which will include forms, articulation of the process, intervention binder and progress monitoring assessments RtI minutes from Building Committees	RtI Leadership Team Building RtI Teams Instructional Coaches Instructional Leaders Administrators All staff (for Tier 1 Interventions)	• November 2020, February 2021, and May 2021
Transform our 21st Century Committee to the Future Ready Committee to reflect our goal of embedding ISTE standards and ensuring that our students are	Minutes of the Future Ready Committee	Future Ready Committee Members	Quarterly meetings during the 2020-21 school year

college and career ready.			
Due to the impact of the COVID-19 pandemic, we have developed a plan to address the abrupt interruption of instruction during the spring of 2020 and have developed hybrid learning models for fall 2020. We have provided professional development to support teachers in these new learning environments and will continue to provide professional development as needed.	Hybrid learning plans Professional development offerings	Office of Instruction and instructional coaches and leaders	March 2020 and ongoing

NYS PL Standards Addressed:	CCCSD APPR Rubric Domains Addressed:
■ Standard 1: Designing Professional Learning ■ Standard 2: Content Knowledge and Quality Teaching ■ Standard 3: Research-based Professional Learning ■ Standard 4: Collaboration ■ Standard 5: Diverse Learning ■ Standard 6: Student Learning Environments ■ Standard 7: Parent, Family, and Community Engagement ■ Standard 8: Data-driven Professional Practice ■ Standard 9: Technology ■ Standard 10: Evaluation	■ Plan and Organize the Lesson for Learning ■ Promote Student Interest and Engagement ■ Demonstrates High Expectations for Student Learning ■ Respond to Diverse Student Characteristics and Needs ■ Makes Ideas Clear, Connected, and Accessible to Students ■ Ask Questions and Lead Discussions to Promote Learning ■ Maintain a Positive Emotional Climate ■ Manage the Classroom to Maximize Productivity ■ Manage the Classroom to Promote Learning ■ Assess Student Performance and Progress ■ Professional Responsibilities and Collaboration ■ Professional Growth

Goal #2: Develop civic-minded, culturally respectful, responsible, well-rounded, goal-oriented graduates who strive to be lifelong learners.

Objectives:
2.1 Provide professional learning offerings that promote civic-mindedness, cultural responsiveness, and digital citizenship
2.2 Provide professional learning offerings that assist students in becoming well-rounded, lifelong learners

Activities and Strategies:
- Incorporate an inquiry-based approach in social studies curriculum using the New York State Frameworks, the Inquiry Design Model (IDM), and the Stanford History Education Group resources
- Incorporate a Problem-Based Learning approach across grade levels and courses to promote problem-solving and transferable, life-long skills
- Create vertical career exploration experiences embedded across grade levels and curricular areas and utilize career management tools like Naviance.
- Provide teachers with tools to help students become civic-minded and responsible and good digital citizens
- Promote environmentally conscious practices
- Promote culturally responsive teaching

Action Plan			
Actions	**Evidence**	**Responsibility**	**Timeline**
Provide curriculum writing opportunities for social studies teachers to revise curriculum to align to the IDM model	Attendance logs for summer curriculum writing Atlas Curriculum Management system documents	Director of Curriculum BOCES professional learning Instructional Leaders Central Office Administrators	Summer 2020 and ongoing throughout the school year
Provide professional learning for Problem-Based Learning	WinCap catalog Attendance logs for PBL offerings PBL units in Atlas curriculum management system	Central Office Administrators Instructional Coaches BOCES STEM Coach	March 2021 Session for New Teachers Ongoing throughout school year

Refine new counseling curriculum and health curriculum to include new career opportunities and career exploration as well as social emotional learning	Curriculum	Counselors Counseling Instructional Leader Administrators Director of Health K-4 Classroom teachers and secondary Health teachers	Summer 2020 Ongoing (department meetings)
Promote environmentally conscious practices	Environment Clubs and activities School garden	Extra-curricular advisors Building administrators	Ongoing

NYS PL Standards Addressed:
- Standard 1: Designing professional learning
- Standard 2: Content Knowledge and Quality Teaching
- Standard 3: Research-based Professional Learning
- Standard 4: Collaboration
- Standard 5: Diverse Learning
- Standard 6: Student Learning Environments
- Standard 7: Parent, Family, and Community Engagement
- Standard 8: Data-driven Professional Practice
- Standard 9: Technology
- Standard 10: Evaluation

CCCSD APPR Rubric Domains Addressed:
- Plan and Organize the Lesson for Learning
- Promote Student Interest and Engagement
- Demonstrates High Expectations for Student Learning
- Respond to Diverse Student Characteristics and Needs
- Makes Ideas Clear, Connected, and Accessible to Students
- Ask Questions and Lead Discussions to Promote Learning
- Maintain a Positive Emotional Climate
- Manage the Classroom to Maximize Productivity
- Manage the Classroom to Promote Learning
- Assess Student Performance and Progress
- Professional Responsibilities and Collaboration
- Professional Growth

Goal #3: Foster social, emotional and physical well-being in our school community

Objective:
3.1 Provide professional learning for all staff that promotes respectful relationships and provides strategies for managing stressful situations
3.2 Provide professional learning and curriculum writing opportunities to develop a comprehensive health plan that supports students in positive decision-making and promotes mental and physical well-being

Activities and Strategies:
- Train district staff to be trainers in Therapeutic Crisis Intervention for Schools (TCIS) and Restorative Practices
- Provide trainings and re-certification for administrators and staff in TCIS and Restorative Practices
- Provide professional learning in mental health and social emotional learning
- Provide training on Health and Safety protocols

Action Plan			
Actions	**Evidence**	**Responsibility**	**Timeline**
Identify and send district staff to become trainers for TCIS and Restorative Practices	Certification documents from TCIS and Restorative Practices Attendance logs for these trainings	Central Office Administrators	Summer 2020 and during the year when the trainings are offered
Provide TCIS and Restorative Practice training throughout the year and to various staff	Certification documents from TCIS WinCap PL catalog Attendance logs Superintendent's Day Agenda	Central Office Administrators Building Administrators Directors TCIS and Restorative Practice trainers	Throughout the school year Superintendent's Conference Days

Provide professional learning on mental health, social emotional learning and executive function	Counseling curriculum Health/PE curriculum professional learning opportunities in WinCap Improvement in mental health and other health-related data (attendance, etc.) Student-led Mental Health Awareness through public service announcement and social media	Counselors Instructional Coaches Psychologists PE Teachers Elementary Teachers PPS Director Health teachers Partnership with University of Rochester to provide mental health support and training Students interested in mental health awareness	Ongoing throughout school year
Provide trainings on health and safety protocols related to COVID-19	Conference Day Agenda	Office of Instruction and Human Resource department	September 2020 and ongoing

NYS PL Standards Addressed:	**CCCSD APPR Rubric Domains Addressed:**
■ Standard 1: Designing professional learning ■ Standard 2: Content Knowledge and Quality Teaching ■ Standard 3: Research-based Professional Learning ■ Standard 4: Collaboration ■ Standard 5: Diverse Learning ■ Standard 6: Student Learning Environments ■ Standard 7: Parent, Family, and Community Engagement ■ Standard 8: Data-driven Professional Practice ■ Standard 9: Technology ■ Standard 10: Evaluation	■ Plan and Organize the Lesson for Learning ■ Promote Student Interest and Engagement ■ Demonstrates High Expectations for Student Learning ■ Respond to Diverse Student Characteristics and Needs ■ Makes Ideas Clear, Connected, and Accessible to Students ■ Ask Questions and Lead Discussions to Promote Learning ■ Maintain a Positive Emotional Climate ■ Manage the Classroom to Maximize Productivity ■ Manage the Classroom to Promote Learning ■ Assess Student Performance and Progress ■ Professional Responsibilities and Collaboration ■ Professional Growth

Goal #4: Integrate and utilize technological resources to enhance and improve teaching and learning, communication, and school operations

Objective:
4.1 Provide professional learning to assist teachers in embedding technology to improve learning in their particular disciplines
4.2 Provide professional learning to assist all staff in enhancing their efficiency and promote collaboration

Activities and Strategies:
- Provide professional learning offerings on the topics of GSuite and Chromebooks, Literacy and Technology, Using Technology for Assessments as well as content-specific technology offerings
- Provide staff with professional learning offerings on the topics of GSuite and other digital tools to promote collaboration and efficiency
- Provide staff with updated hardware and software as well as the training to utilize it
- Provide professional development for online teaching and digital tools

Action Plan			
Actions	**Evidence**	**Responsibility**	**Timeline**
Provide offerings in WinCap PL as well as Department and Faculty meetings to promote thoughtful use of technology as a tool and prepare students for online tests (computer based testing)	WinCap PL catalog Attendance logs Department and Faculty Agendas	Central Office Administrators Building Administrators Instructional Technology coach and IT staff Instructional Leaders	Ongoing throughout school year
Provide professional learning around the SAMR Model and other frameworks to use as a reflection tool related to individual technology use and	Higher level technology integration observed in classrooms Offerings in WinCap	Instructional Technology Coach Instructional Leaders Teacher Leaders	Summer 2020 (New Teacher Training) Ongoing throughout school year

also where we are on the continuum as a district			
Collect feedback from teachers about use of technology as a tool for teaching and learning through Future Ready and PL Advisory Committees	Future Ready minutes and surveys PL Advisory Committee minutes WinCap (PL Management System) evaluations from teachers attending workshops	Future Ready and PL Advisory Committee Central Office Administrators Building Administrators Directors Instructional Technology Coach and IT staff	Ongoing throughout school year PL Advisory Committee meetings in November and March Future Ready Committee Meetings (bi-monthly)
Analyze the distribution of ISTE Standards, with a focus on Empowered Learner and Digital Citizen, across curriculum	Atlas Curriculum Management system reports	Director of Curriculum Instructional and Technology Coaches	Ongoing throughout school year
Provide professional development for online teaching and digital tools	WinCap PL catalog and Office of Instruction Website	Instructional Coaches and Leaders Office of Instruction	Ongoing throughout school year
Provide professional learning for all staff to promote collaboration and efficiency	WinCap PL catalog Attendance logs	Director of PL Communication Specialist IT staff	Ongoing throughout school year
Provide training for upgraded hardware and software	Usage statistics Training opportunities in	Technology Director and staff	Ongoing throughout school year

	WinCap PL catalog		

NYS PL Standards Addressed:	**CCCSD APPR Rubric Domains Addressed:**
■ Standard 1: Designing professional learning ■ Standard 2: Content Knowledge and Quality Teaching ■ Standard 3: Research-based Professional Learning ■ Standard 4: Collaboration ■ Standard 5: Diverse Learning ■ Standard 6: Student Learning Environments ■ Standard 7: Parent, Family, and Community Engagement ■ Standard 8: Data-driven Professional Practice ■ Standard 9: Technology ■ Standard 10: Evaluation	■ Plan and Organize the Lesson for Learning ■ Promote Student Interest and Engagement ■ Demonstrates High Expectations for Student Learning ■ Respond to Diverse Student Characteristics and Needs ■ Makes Ideas Clear, Connected, and Accessible to Students ■ Ask Questions and Lead Discussions to Promote Learning ■ Maintain a Positive Emotional Climate ■ Manage the Classroom to Maximize Productivity ■ Manage the Classroom to Promote Learning ■ Assess Student Performance and Progress ■ Professional Responsibilities and Collaboration ■ Professional Growth

Goal #5: Provide access and inclusivity for all to achieve equity
Objective: 5.1 Provide culturally responsive professional learning that assists teachers in creating a positive classroom environment that respects and honors diversity. 5.2 Develop curriculum that supports and sustains a culture of access and equity by being aware of and respectful of diverse student backgrounds and traditions
Activities and Strategies: ● Provide activities, presentations, and assemblies to promote respect for cultural diversity

Action Plan			
Actions	**Evidence**	**Responsibility**	**Timeline**
Provide professional learning activities, presentations and assemblies to promote respect for diversity	School calendar	Building Administrators	Ongoing throughout school year
Promote inclusivity through updating our	Curriculum updates in Atlas	Office of Instruction and	Summer 2020 and ongoing

materials and resources and working with U of R/BOCES 2 to create a curriculum that addresses race, class and inequities.		Instructional Leaders	

NYS PL Standards Addressed:	**CCCSD APPR Rubric Domains Addressed:**
■ Standard 1: Designing professional learning ■ Standard 2: Content Knowledge and Quality Teaching ■ Standard 3: Research-based Professional Learning ■ Standard 4: Collaboration ■ Standard 5: Diverse Learning ■ Standard 6: Student Learning Environments ■ Standard 7: Parent, Family, and Community Engagement ■ Standard 8: Data-driven Professional Practice ■ Standard 9: Technology ■ Standard 10: Evaluation	■ Plan and Organize the Lesson for Learning ■ Promote Student Interest and Engagement ■ Demonstrates High Expectations for Student Learning ■ Respond to Diverse Student Characteristics and Needs ■ Makes Ideas Clear, Connected, and Accessible to Students ■ Ask Questions and Lead Discussions to Promote Learning ■ Maintain a Positive Emotional Climate ■ Manage the Classroom to Maximize Productivity ■ Manage the Classroom to Promote Learning ■ Assess Student Performance and Progress ■ Professional Responsibilities and Collaboration ■ Professional Growth

Alignment of professional learning

We review year to year student achievement results to continually work on improvement. Principals and Administrators conduct walkthroughs, formal observation/evaluation systems utilizing data collection techniques to assess implementation of the latest practices in each classroom. A School Improvement Plan by each building is formulated after this evaluation.

Our Professional Learning Advisory Team meets a minimum of two times per school year to look at the professional learning program from a district-wide perspective. This team reviews survey feedback, as well as input for future sessions.

Impact on Student Achievement

Each summer, Churchville-Chili Administrators engage in a major analysis of performance on the state and local assessments including our children with special needs performance. Each principal leads a discussion on equity and access (race, gender, socioeconomic status, etc.).

Each teacher, K-8, will access the ITS site for last year's students' achievement growth from September to June, this year's incoming students beginning achievement level, a class analysis report, and classroom assessment indicators in reading and math.

Each secondary teacher will access the ITS site for overall regents or local results, final grades, discrepancies between them (if any), and individual results.

The purpose of the data analysis is to provide insight into where to begin instruction, differentiating for various levels. All teachers should be aware of each student's reading level and take into consideration while planning appropriate lessons, assignments, and goals for reading growth.

New Teacher Induction Program Overview

Vision

The CCCSD New Teacher Induction Program familiarizes all teachers new to Churchville-Chili to the district's policies and practices, fosters professional growth, and encourages teachers' participation in the school culture by providing guidance and opportunities for reflection within a supportive and collegial environment.

Program Components

To achieve these objectives, the New Teacher Induction Program has the following major components: New Teacher Orientation, New Teacher Seminar Series, New Teacher Mentoring Program, core program professional learning, instructional supervision and support and continued training in standards and assessments as well as other skills critical to specific classroom situations and contents.

1. *New Teacher Orientation*: Orientation is a summer program that provides all new teachers with an introduction to personnel, policies, and practices of the district and schools. Administrators and mentors provide assistance with accessing curriculum, reviewing teaching expectations, understanding the mentor/protégé relationship, and preparing to teach at CCCSD.

2. *Seminar Series*: Monthly sessions are planned for probationary teachers and for long term substitute teachers to collaboratively learn, develop, teach, reflect and revise on lessons using Principles of Learner-Centered Instruction and other models or concepts being developed in their school sites. Administrators, Instructional Coaches and teachers help to deliver the program.

3. *Mentoring Program:* This program is for teachers new to the profession or new to the district. The program pairs a trained and experienced mentor with a new teacher for one year.

Mentoring Program

The mentoring program will provide newly hired teaching and pupil personnel service staff with the personal attention of a mentor to support an orderly, professional, integrated transition into the district.

Churchville-Chili Central School District's professional teaching staff, which includes classroom teachers, school counselors, library-media specialists, learning specialists, reading specialists, and school psychologists, who meet the identified criteria in the District will have the opportunity to serve as mentors for these new teachers.

A mentor who is an experienced, tenured professional will be selected to assist each new teacher to make a successful transition to the District. The mentor's responsibilities will be to assist in a collaborative, non-evaluative advisory role. The mentor will serve as a model of collegiality, share ideas, problem solve, and promote reflective practice.

Induction Program

The induction program will include an orientation to district policy, procedures, and systems. Professional staff new to the system will be provided with the information necessary to gain an understanding of district values, traditions, attitudes, vision, mission, and beliefs.

Each new teacher will participate in the New Teacher Seminar Series. This training is designed to promote the successful transition to the District and enhance the prior professional training received through college training or experiences in other school settings.

Mentor Selection Process

- the procedure for selecting mentors, which shall be published and made available to staff of the school district or BOCES and upon request to members of the public;

Mentors' Role

- the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher;

Mentor Preparation
- the preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time

management methodology;

Mentor Activities
- types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture; and

Mentor Schedule
- time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, and providing time for mentoring during Superintendent's Conference Days, before and after the school day, and during summer orientation sessions.

New Staff Induction Program, 2020-21

New teachers will work with their mentor to become familiar with district policies, expectations, curriculum materials and to develop lesson plans.

New Teacher Training
2020-21

Day 1	*Monday, August 31st*
8:00 – 8:15	Continental Breakfast/Meet your Mentor/Introduction to District-wide Administrators in **NGA Cafe**
8:15 – 9:15	Overview of Churchville-Chili community and history with Superintendent, Cheryl Repass and Kathy Dillon - **NGA Cafe**
9:15 – 11:00	Overview of District Philosophy with Superintendent Lori Orologio
11:00-11:30	Introduction to the Myers-Briggs Type Indicator (MBTI) with Patti Saucke Complete Indicator with new teachers and new mentors
11:30 – 12:30	Lunch (with Principal at your building)
12:30 – 3:00	School-Level Overview with Principals (Principal will provide schedule and location)

Day 2	*Tuesday, September 1st*
8:00 – 8:15	Continental Breakfast/Overview of the Day in **NGA Cafe**
8:15 – 11:30	Mentors: Mentor Training with Patti Saucke in the **Multi-Purpose Room (Old South Library)**
	New Teachers: *Session One*: 8:15-9:15 with Derek VanDenHandel in the **NGA Cafe** ○ Technology Overview of login and email, Infinite Campus, StaffConnect (intranet) and Policies

	Session Two: 9:15-11:30 with Megan Hugg
	      ○ The ISTE Standards and the SAMR Model
	      ○ Google Apps
	      ○ Online Tools, Resources, and Databases

11:30 – 12:30	Lunch with BOE/Administrators in the **NGA Cafe**
12:30 – 2:30	Substitute System, Certification and CTLE, Atlas Curriculum Management System, WinCap Professional Development System, Pearson Rubric, and Annual Professional Performance Review with Giulio Bosco, Sue Witter and Human Resources in the **NGA Cafe**
2:30 - 3:00	Financial Advisor

Day 3	*Wednesday, September 2nd*
8:00 – 8:15	Continental Breakfast/Overview of the Day in **NGA Cafe**
8:15 – 11:30	Mentor/New Teacher Training with Patti Saucke in the **NGA Cafe**
11:30 – 12:30	Lunch with CCEA in the **NGA Cafe**
12:30 – 3:00	Instructional Expectations--Learner-Centered Principles, RtI and Differentiation *(Tomlinson)* and Literacy in the Content Areas - 40 Strategies for Guiding Readers *(Moss and Loh)* and Reading Strategies *(Serravallo)* with Giulio Bosco and Sue Witter in the **NGA Cafe**

Day 4	*Thursday, September 3rd*
8:00 – 8:15	Continental Breakfast/Overview of the Day in **NGA Cafe**
8:15 – 10:00	Lesson Planning and Embedding Formative Assessment (*William and Leahy)* with Giulio Bosco and Sue Witter in the **NGA Cafe**
10:00 – 11:30	Special Education and Pupil Services with Nicole Livingston-Neal and Karen Coykendall in the **NGA Cafe**
11:30-12:30	Lunch on your own
12:30 – 3:00	K-6 New Teachers work with your mentor in the classroom 7-12 New Teachers will meet with IT staff to learn Infinite Campus, Gradebook and Report Card inputting in the **Multi-Purpose Room (Old South Library)** Special Education teachers, PPS staff meet with Karen Coykendall and Nicole Livingston-Neal in the **NGA Cafe**

Materials:
- *Mindset* (by Carol Dweck)
- *Embedding Formative Assessments* (by William & Leahy)
- *For MS and SHS levels: 40 Strategies for Guiding Readers through Informational Texts* (by Moss and Loh)
- *For Elementary: Reading Strategies* (by Serravallo)
- *How to Differentiate Instruction in Academically Diverse Classrooms* (by Carol Ann Tomlinson)
- *Type Talk* (by Kroeger and Thuesen)

NEW TEACHER SEMINAR SERIES –Professional Learning Community
To continue support throughout the year, our new teacher program includes **two formats an online portion to be completed prior to the face to face session as noted below**:

Date	Time	Location	Topic
Wednesday, September 23	3:30-4:30	Multi-Purpose Rm2301 - MS	*Successful Communication* Facilitated by Amanda Puleo and Todd Yunker and Dave Santangelo
Wednesday, October 14	3:30-4:30	Multi-Purpose Rm2301 - MS	Differentiation Facilitated by Andrea Lynch and Jennifer Loria
Wednesday, November 18	3:30-4:30	Multi-Purpose Rm2301 - MS	*Executive Function* Facilitated by TBD
Wednesday, December 16	3:30-4:30	Multi-Purpose Rm2301 - MS	*Response to Intervention (RtI)* Facilitated by Sue Witter
Wednesday, January 13	3:30-4:30	Multi-Purpose Rm2301 - MS	*21st Century and Technology Integration* Facilitated by Megan Hugg
Wednesday, February 10	3:30-4:30	Multi-Purpose Rm2301 - MS	*Restorative Practices* Facilitated by Shavaughn Bartz and Emily Iabone
Wednesday, March 10	3:30-4:30	Multi-Purpose Rm2301 - MS	*Project-Based Learning and Higher Level Questions* Facilitated by Andrea Lynch and Patti Saucke
Wednesday, April 14	3:30-4:30	Multi-Purpose Rm2301 - MS	*Grading Practices* Facilitated by Lori Orologio and Giulio Bosco
Wednesday, May 12	3:30-4:30	Multi-Purpose Rm2301 - MS	*Revisiting MBTI* Facilitated by Patti Saucke
Wednesday June 9	3:30-4:30	Multi-Purpose Rm2301 - MS	*Celebration*

Appendices

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT

It is the policy of the District that attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent, in consultation with the appropriate administrative staff and/or teacher committees, is directed to arrange in-service programs and other staff development opportunities which will provide for the selection of subjects pertinent to the curriculum in the schools, to build from these subjects those topics or courses for in-service or staff development which will help employees acquire new methods of performing their job responsibilities or help staff improve on those techniques which are already being used in the schools, with the objective of improving professional competencies.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

a)   Contribute to the instructional program of the schools;

b)   Contribute to improved education for students;

c)   Achieve state mandates;

d)   Enhance the professional competencies and/or instructional abilities of staff members.

The Board of Education, therefore, encourages all employees to improve their competencies beyond that which they may obtain through the regular performance of their assigned duties. Opportunities should be provided for:

a)   Planned in-service programs, courses, seminars, and workshops offered both within the School System and outside the District.

b)   Visits to other classrooms and schools, as well as attendance at professional meetings, for the purpose of improving instruction and/or educational services.

c)   Orientation/reorientation of staff members to program and/or organizational changes as well as District expectations.

Attendance at such professional learning programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

	Page 34	

Appendix A: Board of Education Policy 6160 (Cont'd.)

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

Funds for participating at such conferences, conventions, and other similar professional learning programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form/course approval form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional learning program (see Regulation 6161F).

Mentoring Programs for First Year Teachers

First year teachers must participate in a mentoring program as a component of the School District's professional learning Plan. The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students to achieve consistent with the State learning standards. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.

Education Law Section 1604(27)
General Municipal Law Sections 77-b and 77-c
8 New York Code of Rules and Regulations (NYCRR) Part 102.2(dd)

	Page 35	

Adopted: 7/10/2001, Revised 5/25/04, 12/9/14

Appendix B: Board of Education Policy 6160.1

SUBJECT: MENTORING PROGRAMS FOR FIRST-YEAR TEACHERS

All new teachers in the School District holding an initial certificate must complete a mentored teaching experience within their first year of employment as a teacher. Also the District must incorporate the design and planning of such mentored experiences for all first-year teachers in its employ into the District professional learning Plans.

The purpose of the mentoring program is to provide support for new teachers in order to ease the transition from teacher preparation to practice, thereby increasing the retention of teachers, and to increase the skills of new teachers in order to improve student achievement in accordance with the New York State learning standards. The professional learning Plan shall describe how the District will provide a mentoring program for teachers who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate as prescribed by Commissioner's Regulations.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the professional learning Plan shall describe the following elements of the mentoring program:

a) The procedure for selecting mentors, which shall be published and made available to staff of the District and, upon request, to members of the public;

b) The role of mentors, which shall include but not be limited to providing guidance and support to the new teacher;

c) The preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of the mentoring relationship, peer coaching techniques, and time management methodology;

d) Types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture; and

	Page 36	

e) Time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions; releasing the mentor and the new teacher from a portion of their instructional and/or non-instructional duties; and providing time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions.

Appendix B: Board of Education Policy 6160.1 (Cont'd.)

SUBJECT: **MENTORING PROGRAMS FOR FIRST-YEAR TEACHERS (Cont'd.)**

Confidentiality of Mentor-New Teacher Interaction

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program *shall not be used for evaluating or disciplining the new teacher unless*:

a) Withholding such information poses a danger to the life, health, or safety of an individual including, but not limited to, students and staff of the school; or

b) Such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or

c) The District has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

Exemptions to above Mentoring Requirements

Pursuant to Commissioner's Regulations, teachers holding initial certificates who have two (2) or more prior years of teaching experience do not need to be provided a mentored experience as enumerated in this policy, however the District prefers that all teachers new to the district participate in the mentoring program.

Recordkeeping Requirements

The School District shall maintain documentation of the implementation of the mentoring program described in the professional learning Plan for at least seven (7) years from the date of completion of the mentoring activity; and it shall be available for review by the State Education

	Page 37	

Department. Such documentation will include the information enumerated in Commissioner's Regulations.

<div align="right">

Education Law Sections 3004 and 3006
8 New York Code of Rules and Regulations (NYCRR)
Sections 52.21(b)(3)(xvi) and (xvii), 80-3.4(b)(2),80-5.13, 80-5.14, and 100.2(dd)

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Adopted 5/25/2004, Renumbered from 6161 on 12/9/2014 Appendix C: Board of Education Policy 6213

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING

Registration

All employees who are certificate holders must register with the State Education Department (SED) every five years through the TEACH system. An employee is a certificate holder if he or she holds a permanent or professional certificate in the classroom teaching service, a permanent or professional certificate in the educational leadership service (i.e., school building leader, school district leader, or school district business leader), or a Level III Teaching Assistant certificate. Only registered employees may teach or supervise in the District.

Employees who were certificate holders prior to July 1, 2016 had to apply for initial registration during the 2016-2017 school year and each subsequent five-year period thereafter.

Any individual who is issued a new certificate is automatically registered with SED. These certificate holders must renew their registration every five years during their birth month.

Any certificate holder who fails to register by the beginning of the appropriate registration period may be subject to late filing penalties.

Certificate holders must notify SED of any change of name or mailing address within 30 days of such change through the TEACH system. Any certificate holder who willfully fails to inform SED of changes to his or her name and/or address within 180 days of such change may be subject to moral character review.

Continuing Teacher and Leader Education (CTLE) Credit Hours

All continuing teacher and leader education certificate holders (CTLE certificate holders) must successfully complete a minimum of 100 hours of acceptable CTLE during each five-year registration period to maintain a valid certificate. An employee is a CLTE certificate holder if he or she holds a professional certificate in the classroom teaching service, a professional

	Page 38	

certificate in educational leadership service, or a Level III Teaching Assistant certificate. This requirement may be completed at any time over the course of a five-year period. Credit hours cannot carry over to subsequent registration periods.

SED sets high standards for courses, programs, and activities that qualify for CTLE credit, and it must approve all CTLE sponsors. Generally, acceptable CTLE will be in the content area of any certificate title held by an individual or in pedagogy. Further, the CTLE will be aligned with professional learning standards created by the New York Professional Standards and Practices Board for Teaching.

<div align="center">(Continued)</div>

Appendix C: Board of Education Policy 6213 (Cont'd.)

The District will describe opportunities for teachers and administrators to engage in CTLE in its Professional Learning Plan. The District will annually certify, in a form and on a time table prescribed by the Commissioner of Education, that the requirements to have a professional learning plan for the succeeding school year have been met and that it has complied with the professional learning plan for the current school year. The District will provide CTLE opportunities that are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, among other things. A peer-review teacher or principal acting as an independent trained evaluator who conducts a classroom observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.
observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.

Language Acquisition CTLE and Exemption

Employees holding an English to speakers of other languages (all grades) certificate or a bilingual extension are required to complete a minimum of 50 percent of the required CTLE 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 Learner (ELL) students. All other certificate holders must hold a minimum of 15 percent of the required hours dedicated to

language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. A minimum of 15 percent of the required CTLE hours for employees holding a Level III Teaching Assistant

	Page 39	

certificate will be dedicated to language acquisition addressing the needs of ELLs and integrating language and content instruction for ELLs.

Employees holding school district business leader certificates are exempt from the language acquisition CTLE requirements for each year that they are employed in the District. Instead, they must complete a minimum of 15 percent of the required CTLE hours dedicated to the needs of ELLs and federal, state, and local mandates for ELLs.

Employees may be eligible for a waiver of language acquisition CTLE requirements. Each school year when there are fewer than 30 ELL students enrolled in the District or ELLs make up less than 5% of the total student population, the District may obtain an exemption. If the District obtains this exemption, employees would be exempt from the language acquisition CTLE requirement for each year that they are employed in the District.

Appendix C: Board of Education Policy 6213 (Cont'd.)

CTLE Adjustment

The Commissioner may adjust an employee's number of CTLE hours and/or time to complete them due to poor health, as certified by a health-care provider; extended active duty in the Armed Forces; or other acceptable good cause.

Any employee holding a certificate in the classroom teaching service who obtains certification from the National Board for Professional Teaching Standards will be considered CTLE-compliant for the registration period in which he or she obtains this certification. The employee must still meet any language acquisition requirements, however.

Recordkeeping and Reporting Requirements

Employees must maintain a record of completed CTLE hours for at least three years from the end of the applicable registration period. The record must include the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of ELLs, the sponsor's name, any identifying number, attendance verification, and the date and location of the program.

The District will maintain a record of any professional learning it conducts or provides for at least seven years from the date of completion. The District will submit to SED, in a form and timetable prescribed by SED, information concerning the completion of professional learning for regularly employed certificate holders.

	Page 40	

NOTE: Refer also to Policy #6160 -- Professional Growth/Staff Development

Appendix D: Board of Education Regulation 6213R
Registration and Professional Learning

Continuing Teacher and Leader Education (CTLE) Standards

District teachers and educational leaders must complete 100 hours of CTLE courses, programs, and activities provided by SED-approved sponsors to maintain their professional or Level III teaching assistant certificate. The District is an approved sponsor. Other approved sponsors may include BOCES, Teacher Centers, accredited state institutions of higher learning, professional organizations, and SED-approved education programs. The District's CTLE should follow these standards:

1) professional learning design is based on data; 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.

2) professional learning expands content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and to assess student progress.

3) professional learning is research-based and provides opportunities to analyze, apply, and engage in research.

4) professional learning ensures that personnel have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

5) professional learning ensures that personnel have the knowledge and skill to meet the diverse needs of all students.

6) professional learning assures that personnel have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

7) professional learning ensures that personnel have the knowledge, skill and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

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

9) professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.

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

(Continued)

Appendix D: Board of Education Regulation 6213R

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)

Continuing Teacher and Leader Education (CTLE) Standards (Cont'd.)

For credit-bearing university or college courses, each semester-hour of credit will equal 15 clock hours of CTLE credit, and each quarter-hour will equal ten clock hours of CTLE credit. For all other approved CTLE courses, one CTLE credit hour will constitute a minimum of 60 minutes of instruction or education.

Conditional Registration

If an employee does not complete the required CTLE within his or her registration period, he or she will not be registered by SED and cannot practice unless he or she completes the registration or conditionally registers. The SED may issue a conditional registration that allows a candidate up to one year to complete outstanding CTLE hours to remain eligible to teach or supervise in the District. When the certificate holder completes the remaining CTLE, SED will consider him or her registered for the remaining registration period.

If a certificate holder returns to practice in the District, he or she will be required to first register with SED. If the certificate holder is in the middle of a registration period when he or she becomes inactive and is no longer practicing, he or she must complete a minimum of 20 CTLE hours for every year he or she was practicing in an applicable school.

District Recordkeeping Responsibilities

The District must maintain a record of any professional learning it conducts or provides for certificate holders for at least seven years from the completion date. The record will include:

1) The name of the professional certificate holder;

2) His or her teacher certification identification number;

3) The title of the program;

4) The number of hours completed; and

5) The date and location of the program.

	Page 43	

The District will also maintain documents regarding its mentoring program implementation, including the name of each person receiving mentoring, his or her certificate identification number, type of mentoring activity, number of hours completed in the activity, and the name and certificate identification number of the person who provided the mentoring for at least seven years from the mentoring completion date.

(Continued)

Appendix D: Board of Education Regulation 6213R

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)

District Reporting Responsibilities

Each year, the Superintendent will certify to the Commissioner that the District has a professional learning plan in place and that it has compiled with that plan.

The District will also annually report to SED information about its employed certificate holders' completion of professional learning. Before doing so, the District will verify the accuracy of the information with the certificate holder.

Certificate Holder Responsibilities

Employees must maintain records of all professional learning courses, programs, and activities undertaken for at least three years from the completion date. The records will include:

1)   The title of the program;

2)   The total number of hours completed;

3)   The number of hours completed in language acquisition;

4)   The sponsor's name and any identifying number;

5)   Attendance verification; and

6)   The date and location of the program.

Adopted: 12/11/2007
Revised: 3/26/2019

	Page 44	

Appendix E: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

X School Report Card

New York: The State of Learning (Chapter 655 Report)

BEDS Data

The CAR Report

Special designation schools, SURR, Title 1

X Student Attendance rates

X Graduation and drop-out rates

X Student Performance results disaggregated by ethnicity

X Gender, SES, and other special needs (students who failed multiple subjects)

X State benchmarks for student performance

TIMSS report

Student aspirations

X Other student surveys

X Longitudinal Data

X Student/Teacher ratios

Teacher turnover rate

Number of uncertified teachers

Number of teachers teaching out-of-field

X Teacher Proficiency data (APPR)

X Teacher surveys

Teacher self-assessment (PPR)

X Curriculum surveys

Community employment opportunities

X Other (specify): Discipline reports, attendance reports

X Local Results

Appendix F: CR Part 154 School District Waiver

In Process

Appendix G: Statement of Assurances

Churchville-Chili Central School District

Professional Learning Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of the professional learning plan were conducted by a professional learning advisory team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional learning that:
    - Is aligned with state content and student performance standards;
    - Is articulated within and across grade levels;
    - Is continuous and sustained;
    - Indicates how classroom instruction and teacher practice will be improved and assessed;
    - Indicates how each teacher in the district will participate; and
    - Reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional learning and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

(Date)