

HOLLEY CENTRAL SCHOOL DISTRICT



Professional Learning Plan 2024-2025 BOE Approved October 2024

The content of the Holley Central School District's Professional Learning Plan is being supported by Monroe2-Orleans BOCES, RBERN, RSE-TASC, RIC, Teacher Centers and approved vendors.

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PROFESSIONAL LEARNING PLAN

This Professional Learning Plan is a document that was developed in a collaborative manner between the Holley Central School Administrative Team and the Holley Teachers Association. The foundation of this plan is the belief that in order to continually improve the quality of teaching and learning in our classrooms, all professional staff members should have ample opportunities to participate in a substantial professional development program. We recognize that as professionals we must remain current in the field of education by continually updating our skills in order to meet the learning needs of our students. The goals of the Holley Central School District Professional Learning Plan are directly aligned with the New York State Learning Standards, Culturally Responsive-Sustaining Framework, New York State Assessments, and in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements of 2019.

Professional Learning Plan Needs Analysis

A comprehensive Professional Learning Plan must address the needs of our staff, along with goals, objectives, strategies, activities, evaluation standards, and NYSED requirements which are reflected in the action plan.

A needs analysis will be conducted annually by the Professional Learning Plan Committee as part of the Annual Professional Performance Review Plan. The committee will review, data from the previous year including (but not limited to) student performance, NYS School Report Card, faculty input, annual BOE goals and the School Improvement Plans as part of the “assessment of needs”. The committee will be made up of representation by all stakeholders.

The committee will draw conclusions from the data. These conclusions will form the basis of recommendations for school objectives to be shared with school staff to assist in the PLP planning process. The recommendations will be developed to assist with budgetary and district goal planning, both short and long term. These recommendations will be presented to the superintendent.

A Description of the Plan

NYS Continuing Teacher Leader Education (CTLE) Requirements

Holley Central School District is an approved sponsor of CTLE and will issue certificates of completion and maintain those records for all CTLE activities in their Frontline Professional Growth system. Electronic certificates are printable from Frontline Professional Growth and include all of the information as noted on the NYSED approved CTLE hours certificate. (See Appendix A)

In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language Acquisition, unless the BOCES has a waiver. Holley Central School District has a language acquisition waiver that has been approved annually since 2016. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

CTLE Requirements

Holley Central School District is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Monroe 2-Orleans BOCES approved vendors, Mid-West JMT, RBERN, RIC, and Teacher Centers. All Holley Central School District internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.

Mentoring Program

All first-year new teachers will participate in a mentoring program, which satisfies requirements as specified in paragraphs (2) and (5) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. Long-term substitutes employed for more than 40 contiguous days will be assigned a mentor.

In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the Holley Central School District mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. This must be documented via Frontline Professional Growth in conjunction with Holley Central School District administration. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period. This must be documented and recorded and in conjunction with Holley administration.

Professional Learning Opportunities

Members of the administration, faculty and staff will have opportunities to attend staff professional learning sessions including but not limited to:

- District wide staff development days

- Conferences
- Webinars
- Voluntary training sessions
- Professional Learning Communities (PLCs)
- Dept./Grade Level meetings
- Collaboration with peers
- Access BOCES services for learning opportunities
- Content, Pedagogy and Equity Workshops

All professional learning hours must be recorded as per current CTLE requirements. At this time the Holley CSD is using Frontline Continual Growth for recording purposes. See Appendix A for Registration and CTLE requirements chart.

Action Plan

An action plan consisting of specific goals, objectives and activities will be developed and revised annually. The action plan will be based on the NYS CTLE requirements, NYSED learning standards and assessments, needs assessment and will serve as a blueprint for high quality professional development for all educators to improve instruction and student achievement. The action plan will reflect the ten NYS Professional Development Standards and their corresponding indicators. See appendix B for the action plan. See appendix C for NYS Professional development standards.

Conference Approval Process

Faculty and staff will complete the HCSD Conference Request Form prior to registering for any out of District conference or workshop (including those on Frontline Professional Growth). A copy of the conference description should be attached to the request form. Once the conference has been reviewed by administration, staff will be notified of approval status. District Office personnel will arrange for payment and registration unless registration is required through Frontline. Frontline registration is the responsibility of the staff member.

There is an expectation that staff will share their new learning through collaboration with peers.

Evaluation

The effectiveness of the Professional Learning Plan will be evaluated at least once annually: By the PLP Committee, using multiple sets of data.

Professional Learning Team Committee

The Holley Central School District Professional Learning Team membership is in accordance with the requirements from Part 100 and consists of both teachers and administrators.

Professional Learning Team Members

Jenna Chevier – Teacher Assistant
 Jim Di Sessa – Teacher/HTA President
 Lisa Hendry – Teacher
 Brendan Keiser – Director of Teaching and Learning
 Chris Langelotti – Teacher
 Stephanie Sanchez – Director of Special Programs

Appendix A – Certificate, Registration and CTLE Requirements

The University of the State of New York THE
STATE EDUCATION DEPARTMENT Office of
Teaching Initiatives
89 Washington Avenue Albany,
New York 12234
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I:				
First Name:		Last Name:		Middle Initial:
Date of Birth: ____/____/____		Last 4 Digits of the Social Security Number:		
Section II				
Name of Venue: _____				
Street Address:		City:	State:	Zip Code:
CTLE Activity Title: _____ (Indicate title/subject/grade level, etc.)				
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning				
CTLE Date(s): from: ____/____/____ (mm) (dd) (yyyy)		to ____/____/____ (mm) (dd) (yyyy) Number of hours awarded _____		
Section III				
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.				
Approved Sponsor Name: _____				
Print Name of Authorized Certifying Officer: _____				
Signature of Authorized Certifying Officer: _____				
Approved Provider Identification Number: _____		Date: _____		
Email: _____		Phone #: _____		

(Rev. 06/2016)

Registration and CTLE Requirements			
Certificate Type	Employment Status	Registration Requirements	Continuing Teacher and Leader Education (CTLE) Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS school district or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
Level III Teaching Assistant	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Individuals employed in a NYS Charter, private or special act school are not required under the regulations to be registered or complete CTLE.			



Appendix B – HCSD PLP Action Plan

GOAL 1: Assist in, lead, and/ or facilitate the alignment of curriculum to prioritized and unpacked New York State Standards for English Language Arts, Mathematics, Social Studies, and Science based on recent state-wide changes in an effort to ensure local guaranteed and viable curriculum.

Objective 1.1: Train instructional leaders and instructional staff on a research-based process of prioritizing and unpacking the NYS Standards for ELA, Mathematics, S.S., and Science as a critical step for ensuring a guaranteed and viable curriculum.

Essential Question(s): How can intimate knowledge of the standards improve the quality of curriculum at the LEA level? How can prioritizing and unpacking the NYS Standards promote/enhance school improvement efforts?

Strategies/Activities

- Provide multiple trainings regarding the prioritizing and unpacking of standards for instructional leaders
- Assist with and/or facilitate training at the district/school/department level regarding prioritizing and unpacking standards for instructional staff
- Develop a structured review/evaluation process for ensuring prioritized and unpacked standards meet quality indicators to assist with horizontal and vertical curriculum writing (i.e. [“Prioritizing the Standards Using R.E.A.L. Criteria”](#))
- Develop an effective and appropriate capturing tool for prioritizing and unpacking the NYS standards to make the process accessible and transparent for all stakeholders

Action Plan

Inputs	Evidence	Responsibility	Timeline
Professional learning opportunities for Instructional Leaders	Professional Learning	BOCES 2 -CIPD	Summer

regarding the research support (i.e. Ainsworth, DuFour, McTighe, Hattie, Many, Marzano) and practical process for prioritizing and unpacking standards across multiple settings	Catalog from BOCES 2 Attendance Rosters District Request Logs Presentations Posted on Website Social Media Posts: Blog, Twitter	District Administration/Teacher Leaders PLC Associates	2024-Summer 2025
Assisting or facilitating professional learning in districts/buildings regarding implementing the prioritization and unpacking of standards process	District Request Logs Coordinator Time Logs Prioritization and unpacking documents shared from districts Social Media Posts: Blog, Twitter	BOCES 2 - CIPD District Administration/Teacher Leaders LEA Teachers	Summer 2024 - Summer 2025
Completed structured review of grade-level and/or content prioritization and unpacking artifacts for a given unit (i.e. grade-level team, department, grade-level band, building, district)	Prioritization and unpacking documents shared from districts (i.e. Curriculum Map) Drafts of documents to show revision process Anecdotal logs from Coordinators	BOCES 2 -CIPD District Administration/Teacher Leaders LEA Teachers	Summer 2024-Summer 2025
Dissemination of process capturing tool based on inclusion of elements represented from the research	Template Document Example Documents from	BOCES 2 -CIPD District	Summer 2024-Summer

	LEAs	Administration/Teacher Leaders	2025
NYS PD Standards Addressed: Standard 1: Designing Professional Development Standard 2: Content Knowledge and Quality Teaching Standard 3: Research-based Professional Learning Standard 4: Collaboration Standard 10: Evaluation			

Objective 1.2: Train instructional leaders and instructional staff on a research-based process for creating and ensuring a local guaranteed and viable curriculum.

Essential Question(s): How can a guaranteed and viable curriculum have an impact on an LEA? How can quality local curriculum promote/enhance school improvement efforts?

Strategies/Activities

- Provide multiple trainings regarding the curriculum design process and implementation
- Assist with and/or facilitate training at the district/school/department level regarding quality curriculum design for instructional staff
 - Primary Resources:
 - Dr. Marzano School Level Factors (Level 3)
 - Understanding by Design
- Assist instructional leaders in developing a research-based curriculum evaluation plan

Action Plan			
Inputs	Evidence	Responsibility	Timeline
Professional learning opportunities for Instructional Leaders regarding the research support (i.e. Ainsworth, Marzano, Wiggins & McTighe) and practical process for designing effective curriculum across multiple settings	Professional Learning Catalog from BOCES 2 Attendance Rosters	BOCES 2 -CIPD District Administration/Teacher Leaders	Summer 2024- Summer 2025

	District Request Logs Presentations Posted on Website Social Media Posts: Blog, Twitter	PLC Associates	
Assisting or facilitating professional learning in districts/buildings regarding creating guaranteed and viable curriculum	District Request Logs Coordinator Time Logs Curriculum Maps, Units of Study from Districts Social Media Posts: Blog, Twitter	BOCES 2 -CIPD District Administration/Teacher Leaders LEA Teachers	Summer 2024-Summer 2025
Professional learning opportunities, with collaborative time, regarding curriculum evaluation methods and action plans	Professional Learning Catalog from BOCES 2 Attendance Rosters District Request Logs Sample Plans Presentations Posted on Website Social Media Posts: Blog, Twitter	BOCES 2 -CIPD District Administration/Teacher Leaders LEA Teachers	Summer 2024-Summer 2025

NYS PD Standards Addressed:

Standard 1: Designing Professional Development
 Standard 2: Content Knowledge and Quality Teaching
 Standard 3: Research-based Professional Learning
 Standard 4: Collaboration
 Standard 9: Technology
 Standard 10: Evaluation

GOAL 2: Assist in, lead, and/or facilitate ongoing professional learning regarding the defining, creation, and implementation and monitoring of a student-centered classroom.

Objective 2.1: Train instructional leaders and instructional staff on the research defining student engagement protocols.

Essential Question(s): How can we cognitively engage our students?

Strategies/Activities

- Provide multiple trainings regarding research supporting the impact student engagement protocols have on student achievement.
- Assist with and/or facilitate training at the district/school/department level regarding engagement protocols
- Develop a walkthrough process to monitor the implementation of student engagement protocols

Action Plan

Inputs	Evidence	Responsibility	Timeline
Professional learning opportunities for Instructional Leaders regarding the research support Hattie, Marzano, Berger, Fisher, Frey) and definition of cognitive engagement.	Professional Learning Catalog from BOCES 2 Attendance Rosters	BOCES 2 -CIPD District Administration/Teacher Leaders	Summer 2024-Summer 2025

	District Request Logs Presentations Posted on Website Social Media Posts: Blog, Twitter	PLC Associates	
Assisting or facilitating professional learning in districts/buildings regarding student-engagement protocols.	District Request Logs Coordinator Time Logs Current State Analysis Social Media Posts: Blog, Twitter	BOCES 2 -CIPD District Administration/Teacher Leaders LEA Teachers	Summer 2024-Summer 2025
Develop a walkthrough process that monitors the implementation of and provides teachers with meaningful feedback on student-engagement protocols.	Walkthrough Forms	District Administration Leaders	Summer 2024-Summer 2025
NYS PD Standards Addressed: Standard 1: Designing Professional Development Standard 2: Content Knowledge and Quality Teaching Standard 3: Research-based Professional Learning Standard 4: Collaboration Standard 5: Diverse Learning Standard 7: Parent, Family and Community Engagement Standard 8: Data-driven Professional Practice Standard 10: Evaluation			

Appendix C – New York State Professional Development Standards

New York State adopted standards for Professional Development on February 10, 2009. These standards provide a blueprint for high quality professional development for all educators to improve instruction and student achievement. The standards are based on the following attributes:

- **Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.** Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.
- **Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.**
- **Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.** These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.
- **Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- **Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**
- **Professional development is most effective when adequate resources are provided.** Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

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 in sustained job-embedded learning, and incorporates knowledge of how adults learn.

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.

Appendix D - Conference Request Procedures

Step 1 <i>Staff Member</i>	Staff member completes attached conference request form and conference registration materials (ie: brochure). Submit entire conference packet to your Principal at least 3 weeks prior to the conference deadline.
Step 2 <i>Principal</i>	Principal will take the conference request to the next administrative team meeting for approval or denial. This will be based on relevancy to district's goals and, if approved or denied you will be notified by your Principal with an explanation.
Step 3 <i>District Office</i>	The appropriate administrator will code the conference and the packet will be given to the Business Office to complete the registration. If the
Step 4 <i>Business Office</i>	Upon completing the registration, the Accounts Payable Clerk will send you a copy of the purchase order (PO) and copies of registration materials. Keep these and take them with you to the conference as verification that you are registered. Arrange for a substitute teacher if needed.
Step 6 <i>Staff Member</i>	After attending the conference, share the information learned with grade level, department, building or district faculty / staff.

BASIC GUIDELINES FOR REIMBURSEMENT OF CONFERENCE EXPENSES

If you have any questions about what will or will not be reimbursed, contact your Principal before you spend any money. **The district reserves the right to refuse to pay unreasonable expenses. The Superintendent has final approval of all expenses.**

OVER



- ★ Conferences within 125 miles of Holley are considered commuter conferences; lodging expenses are not reimbursable.
- ★ Lodging/travel expenses for conferences in excess of 125 miles may or may not be approved. Contact your Principal for pre-approval. Approval must be in writing.
- ★ Original receipts (tolls, food, lodging, etc.) are required for reimbursement of expenses.
- ★ Food (If a meal is included in the registration, you will not be reimbursed for it.)
 - Commuter Conference—I meal*
 - Multiple Day Commuter Conference—I meal (unless prior approval is given in writing by your Principal for additional meals)
 - Multiple Day Out of Area Conference—3 meals/day
- ★ A standard claim form should be used for reimbursement of the above items. Please see the Accounts Payable Clerk for the form.

**HOLLEY CENTRAL SCHOOL DISTRICT
CONFERENCE REQUEST PROCEDURES (Cont'd)**

Conference Request Form

Name _____ Grade/Subject _____

Title of Conference _____

Date(s) attending Conf. _____

Location: _____

Will you require a substitute? Yes / No**Do you require hotel reservations?** Yes/No **If yes:** How many nights? _____**Hotel Check In Date:** _____ **Hotel Check Out Date:** _____**Estimated Costs:**

Registration Fee \$ _____ Substitute cost if needed \$ _____ Hotel \$ _____ Flight \$ _____

Fuel/Mileage \$ _____ Meals \$ _____ Parking \$ _____ Tolls \$ _____ Taxi/Uber \$ _____

TOTAL ESTIMATED COST \$ _____ **Charge to code:** _____

Explain how this conference benefits the District and/or the current students:

Pupil Personnel Services (PPS) staff:**Conference Provides** _____ **CEUs/CTLE** and is _____ or is not _____ **required for licensure.****In order to maintain licensure, _____ # of CEUs/CTLE required by _____ (date).****Administrator Approval:**

_____	_____	_____ approved _____ denied _____	_____ Date
Date Rec'd	Building Principal		
_____	_____	_____ approved _____ denied _____	_____ Date
Date Rec'd	Director of Teaching & Learning		
_____	_____	_____ approved _____ denied _____	_____ Date
Date Rec'd	Superintendent of Schools		

After Approval: Original Business Office

Copies for: _____ Staff _____ Business Off. _____ Director of Teaching & Learning _____ Admin. Asst.

Revised 10/2019

HOLLEY CENTRAL SCHOOL DISTRICT



Mentor Teacher Plan

Mentoring is a nurturing, non-evaluative process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a non-tenured professional for the purpose of promoting professional and/or personal growth.

Mission

Holley Central School District recognizes the need to prepare and retain quality professionals so that they may provide the best education for students. The mentoring program has been established to assist new staff in developing skills that help them become more effective and successful in their beginning years by utilizing experienced educators to provide guidance and assistance.

Vision

Holley Central School District will provide formal mentoring of its new teachers (interns) through the following:

- Being matched with master level teachers (mentors) for continuing personal and professional development.
- Providing support with district programs, procedures and services to interns.
- Fostering the development of educational strategies, behavior management techniques and positive self- concept in interns.
- Improving teaching skills and instructional performance.
- Assisting interns in assimilating into the culture of the school, district and community.
- Promoting professional growth, well-being and career development.
- Integrating the components of existing staff development efforts into the mentor program.

Mentor Teacher Leader and Mentor Criteria

- Are especially dedicated educators
- Are veteran tenured teachers who willingly extend themselves and continually seek professional growth and rejuvenation
- Are secure, people-oriented educators who like and trust their colleagues and welcome newcomers to the profession
- Are role models for personal and professional development
- Are highly skilled teachers who focus on success and achievement
- Demonstrate a positive rapport with colleagues
- Are knowledgeable about current instructional strategies, classroom management techniques, assessments, curriculum and teaching assignment area content
- Mentors receive training in coaching, collaborating and consulting

Mentor Teacher Leader and Mentor Teacher Selection Process

Mentor Teacher Leader

The Mentor Teacher Leader will be selected in accordance with the negotiated agreement. Previous experience as a mentor is desirable for the Mentor Teacher Leader. The Mentor Teacher Leader will not be assigned an intern unless there are no other qualified mentor applicants.

Mentor Pool

The Mentor Pool is made up of those teachers appointed by the BOE who have been designated as eligible for appointment as a mentor. A Mentor Pool appointment remains effective for five years from the date of the appointment by the BOE. A mentor will remain in the pool unless the mentor decides to withdraw. The district will maintain a current file of available mentors. When the 5 year appointment expires, prospective mentors must reapply to be a mentor. See Appendix A for application.

Mentor Application Process

Qualified teachers interested in participating in the mentoring program must submit a completed Mentor Application to the administrator in charge of the Mentor Program.

Length of Service

The mentor/intern relationship will be for two years unless there are extenuating circumstances.

Roles and Responsibilities of Mentor Teacher Leader, Mentor and Intern

Responsibilities of the Mentor Teacher Leader

1. Work collaboratively with the mentors and interns (both in-person and remote).
2. Meet individually with each mentor and intern at the beginning of each semester.
3. Meet individually with year 3, 3+ every other month.
4. Assist the mentors in providing instructional support to interns.
5. Meet with mentors to evaluate mentor program effectiveness.
6. Evaluate year-end feedback provided by interns and mentors to facilitate program changes.
7. Coordinate all organizational aspects of the mentor program in conjunction with the administrative team.
8. Help mediate resolutions to problems in a non-threatening setting.
9. Develop a trusting, confidential relationship with mentors and interns
10. Meet as needed with the administration to review the professional development needs of the interns.
11. Work collaboratively with administrators to plan and present professional development on an as needed basis.
12. Work collaboratively with administrators to facilitate summer orientation.
13. Work collaboratively with administrators to facilitate Mentor training.
14. Collaborate with administration to assign mentors from the mentor pool with new interns.

Responsibilities of the Mentor Teacher

Mentors are tenured teachers who remain in their regular assignments while providing support for new teachers (both in-person and remote). The decision to serve as a mentor teacher can be one of the most professionally rewarding experiences of a teacher's career. However, setting parameters and knowing limitations is important to successful relationships.

1. Attend mandatory mentor training during scheduled training days.
 - a. First year mentors (with or without an intern): attend BOCES Mentoring that Matters training.
 - i. This training will be offered during the school year.
 - b. Experienced mentors (with an intern): complete asynchronous district mentorship training.
 - i. This experience is included in the stipend.
2. Meet as needed with the intern both formally and informally to provide guidance and support.
 - a. Year 1 intern: meet weekly
 - b. Year 2 intern: meet semimonthly

- c. Non-traditional intern: meet as needed
3. Meet with the Mentor Teacher Leader as needed.
 4. Plan and participate in release time opportunities with the intern. Release time can be taken in any combination of time. Requests to alter the prescribed release days will be considered. Additional time may be requested if needed by contacting the Administrator assigned to the mentor program and building administrator for approval.
 - a. Meet with 1st and 2nd year interns once per semester during the school day for the purpose of peer observations or shadowing experiences.
 - b. Assist in arranging a minimum of two shadowing opportunities for the intern to observe a master teacher or related services professional (in or out of district).
 - c. Reflect on shadowing experience with the intern after the observation.
 - d. Meet with 1st and 2nd year interns a total of 5 hours outside of the school day per semester for a total of 10 hours per school year. (Included in the Mentor stipend.)
 - e. During remote or hybrid instructional periods of time, mentors may meet with interns during traditional school hours. Remote and hybrid instruction does not follow traditional “school hours”.
 - f. Meet with intern regarding instructional effectiveness.
 - g. Work with the intern to set long range goals and plan activities to meet those goals. Avoid limiting the intern’s choices and professional decisions.
 - h. Work with the intern to develop appropriate and effective instructional practices. Avoid writing or preparing plans, lessons and units for the intern. Rather, offer ideas, your experiences, and suggestions.
 - i. Observe the intern and have the intern observe the mentor at least once prior to the last school day in October.
 - j. Reflect on the mentor/intern observations.
 - k. Maintain a confidential relationship with the intern.
 5. Actively share and introduce the intern to good and appropriate instructional practices, classroom management techniques, or other related services protocols and procedures specific to the intern’s assignment.
 6. Support novice teacher use of remote learning platforms, communication, collaboration, grading and attendance.
 7. Act as an advocate for the intern to encourage, counsel and provide the intern with perspective as needed.
 - a. Acknowledge the successes and accomplishments of the intern.
 - b. Ensure the intern feels a part of the school.
 - c. Be willing to teach, sponsor, collaborate, coach, encourage, counsel and befriend.
 - d. Offer a safe and confidential place for the intern to vent frustrations.

- e.* Seek to understand the intern's perspective. Understanding does not always equate agreement.
 - f.* Provide resources to mediate a solution.
8. Assist intern in scheduling visits and observations with administrators. Engage in reflection prior to and after the classroom visits.
 9. Participate in end of year program evaluations.
 10. For non-traditional interns (4+ yrs, part time, tenure change, mid-year hires, etc.) review the checklists and mentor program agendas to individualize the intern's program.

Responsibilities of the Intern

Interns are non-tenured teachers at the Holley Central School District. The responsibilities of the intern include:

1. Plan and participate in release time opportunities with the mentor (both in-person and remote). Release time can be taken in any combination of time. Requests to alter the prescribed release days will be considered. Additional time may be requested as needed by contacting the Administrator assigned to the mentor program and building administrator for approval.
 - a.* 1st and 2nd year interns meet with mentors once per semester during the school day for the purpose of peer observations or shadowing experiences.
 - b.* Assist in arranging a minimum of two shadowing opportunities (in or out of district) with the mentor to observe a master teacher or related services professional. Reflect on shadowing experience with the mentor after the observation.
 - c.* Meet with mentor regarding instructional effectiveness.
 - d.* Work with the mentor to set long range goals and plan activities to meet those goals.
 - e.* Work with the mentor to develop appropriate and effective instructional practices and professional responsibilities (Examples of such: classroom management, time management, effective communication, accurate and timely record keeping, etc.)
 - f.* Observe the mentor and have the mentor observe the intern at least once prior to the last school day in October. (This should not require release time from instruction.)
 - g.* Reflect on the mentor/intern observations.
 - h.* 1st and 2nd year interns meet with their mentor a total of 5 hours outside of the school day per semester for a total of 10 hours per school year. (To be paid at the Professional rate.)
 - i.* During remote or hybrid instructional periods of time, interns may meet with mentors during traditional school hours. Remote and hybrid instruction does not follow traditional "school hours".
 - j.* Reflect on mentor/intern observations.
2. Participate in summer orientation as provided by the district and HTA. (First year interns only)
3. Meet regularly with the mentor teacher for guidance and support, professional goal review and reflections on accomplishments, progress and needs.

- a.* Year 1 intern: meet weekly
 - b.* Year 2 intern: meet semimonthly
 - c.* Year 3 and 3+: meet every other month with Mentor Teacher Leader (encouraged to bring a colleague or past mentor for support)
- 4. Complete requirements outlined on the Intern Record Sheet for annual collection and retention in intern's personnel file.
- 5. Attend meetings and workshops provided by the mentoring program, not to exceed 8 meetings per year.
- 6. Participate in learning opportunities with mentor teacher for the use of remote learning platforms, communication, collaboration, grading and attendance.
- 7. Consult with mentor when scheduling visits and observations with administrators. Engage in reflection prior to and after the classroom visits.
- 8. Participate in the year end evaluation of the program.

Year 1 Checklist

Teachers who hold a Professional certificate must complete 100 clock hours of professional development every 5 years starting the July 1st after their Professional Certificate is issued.

Teaching Assistants who hold a Level 3 certificate are required to complete 100 hours of professional development every 5 years starting the July 1st after their Level 3 Certificate is issued.

Intern _____ Mentor _____

Description of In-Service	Initials	Date	Status
APPR			
Assessments (NYS, Benchmarks, Formative, Summative)			
Building / District Procedures			
Classroom Management			
Collaborative Teaching			
NYS Learning Standards / Learning Targets			
Crisis Intervention			
Data Driven Decision Making			
Differentiated Instruction (SWD, ELL, Tier 1 MTSS)			
Formative Assessment / Grading			
IEPs / 504 Plans			
Instructional Planning / Pacing / ATLAS/ Social Curriculum			
Instructional Technology & District Approved Platforms			
Meeting with Teacher Leader - October			
Meeting with Teacher Leader - February			
Motivating Unmotivated Students			
Observation of Mentor -9/1 – 10/1			
Observation by Mentor – 10/1 – 10/31			
Parent Communication / Reporting			
Peer Observation Fall -by Jan. 31			
Peer Observation Spring –by May 31			
Positive Expectations / Universal Design			
Professional Conduct			
Professional Development Requirements / My Learning Plan			
School Tool / Schoology / Office 365 / Accessibility			
Social Networking			
Special Programs			
Student Centered Instruction			
Time Management			

All activities should be completed during the year 1. Satisfactory completion of activities should be indicated with initials in the appropriate space by the intern and mentor. Submit a copy of this sheet at the end of the year and it will be kept on record. On the reverse side is a log for mentor/intern meetings.

Status Key: C=completed IP=in progress NA=not applicable

Year 2 Checklist

Teachers who hold a Professional certificate must complete 100 clock hours of professional development every 5 years starting the July 1st after their Professional Certificate is issued.

Teaching Assistants who hold a Level 3 certificate are required to complete 100 hours of professional development every 5 years starting the July 1st after their Level 3 Certificate is issued.

Intern _____ Mentor _____

Description of In-Service	Initials	Date	Status
APPR			
Assessments (NYS, Benchmarks, Formative, Summative)			
Classroom Management			
Collaborative Teaching			
NYS Learning Standards / Learning Targets			
Data Driven Decision Making			
Differentiated Instruction (SWD, ELL, Tier 1 MTSS)			
Formative Assessment / Grading			
IEPs / 504 Plans			
Instructional Planning / Pacing /ATLAS /Social Curriculum			
Instructional Technology & District Approved Platforms			
Meeting with Teacher Leader - October			
Meeting with Teacher Leader - February			
Motivating Unmotivated Students / Crisis Management			
Observation of Mentor -9/1 – 10/1			
Observation by Mentor – 10/1 – 10/31			
Parent Communication/ Reporting			
Peer Observation Fall -by Jan. 31			
Peer Observation Spring –by May 31			
Professional Development Requirements / My Learning Plan			
Social Networking			
Student Centered Instruction			
Time Management			

All activities should be completed during the year 2. Satisfactory completion of activities should be indicated with initials in the appropriate space by the intern and mentor. Submit a copy of this sheet at the end of the year and it will be kept on record. On the reverse side is a log for mentor/intern meetings. Although some topics are duplicates from year 1, they will be explored at greater depth in year 2.

Status Key: C=completed IP=in progress NA=not applicable

Year 3 & 4 Checklist

Teachers who hold a Professional certificate must complete 100 clock hours of professional development every 5 years starting the July 1st **after** their Professional Certificate is issued.

Teaching Assistants who hold a Level 3 certificate are required to complete 100 hours of professional development every 5 years starting the July 1st after their Level 3 Certificate is issued.

Intern _____

Description of In-Service	Initials	Date	Status
Meeting with Teacher Leader - October			
Meeting with Teacher Leader - December			
Meeting with Teacher Leader - February			
Meeting with Teacher Leader – March			
Peer Observation Fall -by Jan. 31			
Peer Observation Spring –by May 31			
Professional Development Requirements / My Learning Plan			

All activities should be completed during the probationary period. Satisfactory completion of activities should be indicated with initials in the appropriate space by the intern and mentor. Submit a copy of this sheet at the end of the year and it will be kept on record. On the reverse side is a log for mentor/intern meetings.

PD / Meeting Log

Intern / Mentor Teacher Leader Meeting Log

Date	Time	Brief Summary of Meeting or Professional Development

APPLICANT INFORMATION

Name _____ Date _____

Current Teaching Assignment (grade/subject) _____

Certification Area(s) _____

Which area(s) from above are you tenured? (Include dates tenure granted) _____

Home Phone _____ School Phone _____

Please share why you think you would make a good mentor teacher.

Please describe ways in which you would assist a novice teacher with:

1. Welcoming into the district / building / team-
2. Goal setting and monitoring-
3. Setting up communication systems-
4. Accessing available resources (Including District approved platforms, technology resources, remote learning tools)-
5. Planning, pacing and reflecting on instruction-
6. Analyzing student data to make instructional decisions-
7. Facilitating collegial interactions-
8. Engaging in professional development opportunities-
9. Working with parents as partners-
10. Organizing the classroom around a commitment of high standards by all students-

Additional information you would like to share:

Are there any other obligations you have that may interfere with your ability to mentor?

REFERENCES**As the building principal, I support this teacher's application for a mentor teacher position.*_____
Signature_____
Date

Plan Review Committee Members 2024

Jenna Chevier – Teacher Assistant

Jim Di Sessa – Teacher/HTA President

Lisa Hendry – Teacher

Brendan Keiser – Director of Teaching and Learning

Chris Langelotti – Teacher

Stephanie Sanchez – Director of Special Programs

Mackenzie Swartz – Elementary Assistant Principal/Superintendent’s Designee

During the 2024-2025 school year, a School Building Leader mentor plan will be developed.