



Professional Development Plan

"PDP"

2013-2014

Horseheads Central School District
2013-2014 Professional Development Plan (PDP)

Our Mission
“Quality Education for All”

Our Vision

We, the Horseheads School Community, want a district that:

- *is nurturing and responsive;*
- *strives for balance in a supportive, safe, encouraging environment;*
- *recognizes the need for continual improvement in an ever-changing world;*
- *has a clearly defined focus on learning outcomes, collaboration, and support systems; and*
- *creates an environment within which everyone can thrive and achieve his/her highest potential.*

Our Beliefs

We believe:

- *Everyone can achieve his/her highest potential.*
- *Trust is essential for growth.*
- *Learning is cooperative.*
- *Programs are inclusive.*
- *Success will be nurtured and expected.*
- *Learning is performance-based.*
- *Decisions are data-based.*
- *Responsibility, respect and results guide our every effort.*

Exit Outcomes

The Horseheads Central School graduate will be...

- *a life-long learner*
- *a caring, productive citizen*
- *an effective communicator*
- *a creative problem-solver*
- *a quality decision-maker*
- *a healthy, well-rounded person*

Introduction – Purpose

Professional Development in the Horseheads Central School District is focused on our beliefs that everyone can achieve his/her highest potential, and success will be nurtured and expected given the appropriate time, resources or instruction. With student achievement as our ultimate goal, staff members must see themselves not only as teachers of students, but as a community of learners collaborating for continuous professional growth. As a community of professional learners we will strive to effectively respond to the needs of our students, to fulfill our Mission of a *Quality Education for All*.

The purpose of the plan that follows will be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development aligned to goals identified in the District's Strategic Plan.

Professional Development may take many forms such as workshops, book studies, sharing current research, coaching and mentoring; utilizing mainly experts from within our district and occasionally from outside the district; discussing philosophy and literature in collegial groups; collaborating in teams, developing curriculum; evaluating data; and conducting independent research.

Professional Development Committee
2013-2014

<u>Name</u>	<u>Stakeholder/Building/Grade</u>
Abrunzo, Virginia	Elementary Education Director
Brubaker, Jackie	Teacher, IS, 6 th
Buseck, Daniel	Assistant Principal, HS
Gillette, Hether	Teacher, MS, Math, 8 th
Hillman, Jay	Secondary Education Director
Hooper, Linda	Teacher, RR, Reading
Scanlon, Betsy	Teacher, GR, Kindergarten
Scaptura, Elizabeth	Principal, BF
Van Zile, Jeff	Teacher, HS, Social Studies, Co-Facilitator

- i. Needs analysis, goals, objectives, strategies, activities and evaluation standards.

Identified target areas of the PDP include: Literacy, Mathematics, Data Analysis, Technology, Character Education, Teacher/Principal Evaluation, 21st Century Skills

The following needs assessment sources will be used to identify the professional development needs of the Horseheads Central School District:

- School Report Card
- iObservation Data
- Danielson Framework
- District Strategic Plan
- District Performance Scan (2009) – Instructional Staff Survey
- Student Voice (2011) – Grade 4 – 12 Student Survey
- Character Education Task Force
- 21st Century Skills Task Force
- Pre Kindergarten, Kindergarten Program Review
- Special Education Program Review
- Professional Development Standards
- Staff Feedback/Reflections

- ii. Description of the Plan

- a) The Horseheads Central School District Professional Development Plan is created by district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current in order to meet the learning needs of their students. New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years as required by Commissioner's Regulations 100.2 (dd), Professional Development

- b) Teachers in the Horseheads Central School District will be involved in a minimum of 15 clock hours on an annual basis. These hours will come from Horseheads Central School District mandated or other district designed hours, Greater Southern Tier BOCES School Improvement Program or Model School Offerings/hours. Newly hired teachers will be required to participate in the 30 hours Effective Teacher Program. Teachers new to teaching will also participate in the District's Mentoring Program.
- c) All professional development is aligned with the New York State Standards for Professional Development and New York State Standards and Assessments. Professional Development during the 2013-2014 school year will continue to focus on the new Common Core State Standards and Assessments in Math and English Language Arts, implementation of a Comprehensive ELA program in grades PreK-6, Technology, Data Analysis, Character Education, Teaching/Learning Climate, and 21st Century Learning.
- d) This plan will be shared with constituent groups electronically (district intranet, website), and during faculty meetings.
- e) The Professional Development Program in the Horseheads Central School District will strive to ensure that professional development:
- Is data driven, reflects best practices and is designed to meet the various learning styles of adults
 - Expands the educators content knowledge
 - Is research based providing educators with opportunities to analyze, apply and engage in research
 - Ensures that educators have the knowledge, skill, support and opportunity to collaborate in a respectful and trusting environment
 - Ensures that educators have the knowledge and skill to meet the diverse learning needs of students

- Ensures that educators are able to create safe, secure, supportive and equitable learning environments
- Ensures that educators have the knowledge and skill to engage and collaborate with parents, families and other community partners as active partners in children's education
- Uses disaggregated student data to determine professional development needs and priorities
- Promotes technological literacy
- Is evaluated using multiple sources of information

This plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained.

- f) The Horseheads Central School District will evaluate the impact of professional development on all New York State assessments. As stated in the Strategic Plan*:
- 1a. By 2012, the percentage of students in our District who achieve a level 3 or 4 on all NYS assessments in grades 3-8 will be a minimum of 10% higher than the state average of students who achieve a level 3 or 4. If a building's percentage is already at 10% above the state average, the building's site-based team will determine the desired achievement level.
 - 1b. By 2012, the percentage of students in our District who achieve 85% (mastery) on NYS Regents exams will be a minimum of 10% higher than the state average of students who achieve 85%; we will also see the percentage of students in our District who achieve 65% (passing) will be a minimum of 10% higher than the state average of students who achieve 65%. If a building's percentage is already at 10% above the state average, the building's site-based team will determine the desired achievement level.
 - 1c. By 2015, our district will have seen an annual increase in the percentage of students who earn an Advanced Regents diploma

* Student Achievement; Section B1, Strategic Intent #1 (a, b, c)

- iii. All teachers hired in the Horseheads Central School District will have completed school violence prevention and intervention training prior to employment as part of their teacher preparation program.

In addition, all staff participate in a mandatory, 2 hour safety training, annually.

- iv. Plans for a Mentoring Program . . . (see addendum A)
- v. Professional Development Plan District Resources
The following are the professional development funds, staff resources, external professional development providers and other human/fiscal resources that are available to the Horseheads Professional Learning Community:

Fiscal Resources:

District General Fund Allocations
Title I, IIA, IID and other competitive grand funds
Twin Tiers Coalition for Learning
GST BOCES School Improvement Program
GST BOCES Model Schools
GST BOCES Teacher Center

Staff Resources:

Central Office Administrators
Building Level Administrators
Building Site Base Team
GST BOCES Curriculum Coordinator/Mentor
Instructional Strategy Coaches
Teacher Mentors
GST BOCES Instructional Technology Specialists
Professional Colleagues

Providers:

New York State Education Department
Teacher Centers
BOCES
Institutions of Higher Education
Numerous web-based online providers
Consultants
Vendors
District Professional Resources

Community:

County/State Organizations
Service Organizations
Employers
Community Members
Vendors
Parents

vi. Evaluation

A variety of surveys and needs assessments will be used to monitor the quality and effectiveness for each objective of the professional development program. From these assessments, gap analysis will determine adjustments relative to the overall and specific aspects of the professional development program.

A Fall annual review will be conducted by the Professional Development Planning Committee to discuss the evaluation data and to discuss any revisions that need to be made to this plan. Revisions to the Professional Development Plan will be sent to the Board of Education for review and approval no later than October of each year.

vii. Professional Template Pages

Professional development in the HorseheadsCentralSchool District is focused on the belief that all children can learn given the appropriate time, resources, and instruction. With a quality education for all students as our ultimate goal, staff members must see themselves not only as teachers of students, but as a community of learners who are constantly growing. In this context, professional development encourages life-long learning and empowers staff members to fully develop their potential, thereby enabling them to respond effectively to a variety of challenges inherent in any school system. Effective professional development focuses on the common goals of the school district as well as the needs of individual teachers. Therefore, it may take many forms, such as: offering courses, providing materials, coaching and mentoring; utilizing experts from both within and outside the district, sharing current research; discussing philosophy and literature in collegial groups; learning in large and small groups; developing curriculum: evaluating data; and conducting independent research.

We recognize that continuous professional development, coupled with the day-to-day responsibilities in a school, can at times be overwhelming. We therefore provide a professional development plan focused on shared priorities and district goals, with ongoing support. We also recognize that effective change takes time and that the monitoring of student achievement and professional development leading to that goal must be a sustained and triangulated process.

Professional Development

Goal #1 - Literacy
All students in the district will improve literacy skills annually, as measured by 100% of the students achieving above minimum competency levels and an increasing number of students achieving at excellent levels. The attainable ideal is that all students will read at grade level.
Objective #1
Teachers will implement research based best practices in reading and writing in all subject areas Pre K-12 taught in the Horseheads Central School District.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress
Provide specific, targeted professional development in the common core standards. (Examine and implement the common core NYS standards.)	Fall 2011 Ongoing	Directors of Education Assistant Sup't.	Common Core Trainings conducted for ELA teachers in grades PreK-8 beginning in November 2011. ASCD Online CCLS courses made available. Site base teams/High School trainings

Schedule professional development to focus on ELA curriculum revisions that result from New York State's adoption of the Common Core Standards in ELA for grades Pre K-12.	Fall 2011 Ongoing	Assist. Supt. Directors of Education Principals	
Provide training and additional support with 6+1 Writing Strategies K-6	2012-13	Director Elementary Education	BOCES Staff
High School Goals	2012-13	Director Elementary Education	P. Patterson Closed Reading
Middle School Goals	2012-13	Director Elementary Education	P. Patterson Closed Reading
Provide opportunities for teachers to meet to align curriculum, develop benchmarks and create common assessments.	Fall 2011 Ongoing	Assist. Supt. Directors of Education Principals	
Provide teachers with opportunities to observe and collaborate in order to develop research based instructional strategies.	Fall 2011 Ongoing	Assist. Supt. Directors of Education Principals	
Provide teachers training in the Five (5) Essential Elements in reading instruction PreK-6.	Fall 2011 Ongoing	Assist. Supt. Directors of Education Principals	
Provide training in the use of the core reading program, Treasures, for implementation September 2012 Pre K-6.	Nov. 2011 – June 2012	Director of Elementary Education/ Assist. Supt. Principals	
Provide training, modeling and coaching in the use of supplemental reading programs (Reading Mastery, Language for Learners, Corrective Reading) in Special Education classrooms K-8).	Sept. 2011 – June 2012	Director of Student Services Principals	

Professional Development

Goal #2 - Mathematics

All students in the district will improve mathematic skills annually, as measured by 100% of the students achieving above minimum competency levels and an increasing number of students achieving at excellent levels.

Objective #1

Teachers will implement research based best practices in Mathematics in all classes Pre K-12 taught in the Horseheads Central School District.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress
Provide specific, targeted professional development in the common core standards. (Examine and implement the common core NYS standards.)	Fall 2011 Ongoing	Directors of Education/ Asst. Supt. Principals	<ul style="list-style-type: none"> • State/District Assessment Results • Teacher Feedback/Survey
Schedule professional development to focus on Math curriculum revisions that result from New York State's adoption of the Common Core Standards in Math for grades Pre K-12.	Fall 2011	Directors of Education/ Asst. Supt. Principals	
Provide opportunities for teachers to meet to align curriculum, develop benchmarks and create common assessments as needed.	Fall 2011	Directors of Education/ Asst. Supt. Principals	
Provide teachers with opportunities to observe and collaborate in order to develop research based instructional strategies.	Fall 2011	Directors of Education/ Asst. Supt. Principals	
Provide opportunity for data analysis to identify areas in need of improvement.	Fall 2011	Directors of Education/ Asst. Supt. Principals	

Professional Development

Goal #3 – Use of Data

Data Analysis: Teachers and administrators will monitor student progress and achievement.

Professional development programs will be provided to guide teachers in their understanding.

Objective #1

Teachers will become familiar with & utilize sources of data to plan and deliver effective instruction in all subject areas at the Pre K-12 taught in the Horseheads Central School District.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress
Grade level/department teachers will be provided with release time to review and analyze results from benchmark/common assessments.	Fall 2011	Directors of Education/ Asst. Supt. Principals	
Provide opportunities for teachers to meet in vertical groups in order to analyze and discuss assessment results.	Fall 2011	Directors of Education/ Asst. Supt. Principals	
Provide opportunities to train teachers on how to analyze student work to drive instruction.	Fall 2011	Directors of Education/ Asst. Supt. Principals	
Continue to provide opportunities for teachers to become familiarized in various data resources (Mastery Manager, AIMS WEB, Castle Learning, Toolbox Pro, etc.)	Fall 2011	Directors of Education Principals	

Professional Development

Goal #4 - Technology
To provide training in order to update and maintain a high quality technology program at all levels of the organization.
Objective #1
Targeted professional development will be offered to appropriate staff in the use of specific hardware and software.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress
Provide training for all staff in the new student management system (School Tool).	Spring 2011	BOCES and School Tool Team	May 17, 19, 24, 26; June 1, 7, 9; August 23, 24, 25, 31 and September 1
Continue to provide professional development opportunities in current hardware and software applications.	2011-2012	Director of Technology/Tech Support Staff	
Provide job-embedded opportunities and guided practice in the classroom in current hardware and software.	2011-2012	Building principals	
Provide training on technology associated with Treasures.	2012-2013	Directors of Technology and Elementary Education	
Inform staff that technology benchmarks are available on the Intranet.	Fall 2011	Building principals	
Explore online opportunities for professional development.		Director of Secondary Education	

Professional Development

Goal #5 – 21st Century

Students will show evidence of 21st Century Learning competencies through interdisciplinary projects.

Objective #1

Provide teachers with an awareness of 21st Century fluencies and how to incorporate them into teaching.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress
Book study on <i>The Digital Generation</i> by Ian Jukes	2011-2012	In-service committee	
Additional professional development will be determined by the 21 st Century task force.	2011-2012	Task force	

Professional Development

Goal #6 - Character Education

Students will demonstrate character competencies from the Horseheads Central School District Character Program.

Objective #1

Provide teacher with awareness of the common character traits and how to incorporate them into instruction.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress
Identify district wide common Character Traits	2011-2012	C.E.T.F.	
Additional professional development will be determined by C.E.T.F. (Character Education Task Force)	2011		

Professional Development

Goal #7 - Teacher/Principal Evaluation

Provide all teachers and administrators with data and specific feedback which will be utilized for self-reflection, establishing goals and improve student achievement.

Objective #1

Provide teachers and principals with an awareness of the new evaluation system.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress

Professional Development

Goal #8 - Teaching and Learning Climate

All staff have the knowledge and skills to provide a safe, secure, differentiated learning environment for all students.

Objective #1

Provide opportunities to collaborate with educators, support staff and community members to develop strategies to foster positive student behavior, effective classroom management skills and a safe learning environment.

*Activity(ies) to accomplish objectives	Time (When/how long)	Person(s) Responsible	Evidence of Progress
Provide training and support in the area of cooperative learning (Ex. Dr. Bob Schmitt's Restructuring the Classroom 30 hr workshop).	2011-2012	Asst. Supt./ Directors of Education	
Provide training and support in the area of sensory regulation that is relevant to the age and needs of the student. (Ex. How Does your Engine Run workshop).	2011-2012	ISC BOCES	
Provides staff with ongoing professional development regarding general school safety issues.	2011-2012	District safety committee	
Character Education study group will be identifying additional professional development for all staff.	2011-2012	Character Education study group	
Effective Teaching program for new teacher hires	2011-2012	Asst. Supt./ Directors of Education	

Addendum A

MENTORING



A PROGRAM FOR PROFESSIONAL DEVELOPMENT

2013-2014



DEVELOPED IN COOPERATION BY:

THE HORSEHEADS TEACHERS' ASSOCIATION

AND

THE HORSEHEADSCENTRALSCHOOL DISTRICT

Mentor Committee Members 2013-14

TBA

Ron Holloway, Middle School, Principal

Bill Hynes, High School, English, Dept. Chair

Jay Hillman, Director of Secondary Education

Dora Leland, Middle School, Grade 7 Social Studies, Dept. Chair

Patti Sotero, Center Street, Principal

The Mentoring Committee members are within their first, second and third year of a three year term of service. The Director of Secondary Education has an ongoing obligation to be on the Committee.

MENTORING

A Program for Professional Development

State Education Department Language:

After February 2, 2004, teachers with NYS Initial teaching certificates must complete a mentored experience in their first year in the teaching profession. School districts must plan and implement teacher-mentoring programs to serve teachers in their employ who are obligated to have such mentored experiences, in any school within the district. A framework for these experiences is provided in section 100.2 (dd) (2) (iv) of Commissioner's Regulations (district professional development plans).

Horseheads District Language:

The goal is to promote professional growth and development by utilizing exemplary teachers to provide intensive assistance and guidance to all new teachers for the purpose of improving the teaching and learning in the classroom.

DEFINITIONS:

1. New teacher paired with experienced teacher
 - a. New teacher is a first year teacher with no previous experience who is full-time probationary (long term subs) or is a permanent hire (regardless when hired).
 - b. If experienced and new to the district, or change in grade level or tenure area, the teacher may apply for consideration to be mentored contingent upon availability of mentor(s).
2. Mentoring experience lasts until granting of tenure.

SELECTION OF MENTORS:

1. Qualifications:
 - a. Experience in subject/content area and expertise
 - b. Permanently/Professionally Certified in subject area
 - c. Tenured in HorseheadsCentralSchool District
 - d. A minimum of 5 years of successful teaching
 - e. Ability to maintain confidentiality
 - f. Creativity and mastery of subject area
 - g. Effective interpersonal, oral and written communication skills
 - h. Exhibits leadership qualities and enthusiasm for teacher
 - i. Knowledge of the Effective Teaching Model/Research Based Effective Teaching Strategies
 - j. Ability to manage time
 - k. Work in a collaborative manner
 - l. Model effective teaching models
 - m. **Completed Mentor in-service training**

2. Selection Process:
 - a. Completion and submission of Self-nomination form
 - b. Data gathering
 - i. Self-inventory
 - ii. Three letters will be sent to the committee by the teacher. One letter must be from your current administrator of record. The other two letters may come from the teacher's request by peers, department/grade level chairs, administrators, parents and/or students.
 - c. Committee
 - i. Selected in May for a three year appointment.
 - ii. The committee shall consist of three teachers appointed by H.T.A.; One each from elementary, middle and high School; Two administrators shall be appointed by the Superintendent; one elementary, one secondary. Both the H.T.A. and the Superintendent shall be responsible for appointing alternate members. The committee will then select a chairperson. Reappointment to the committee will be at the discretion of each group.

Assistant Superintendent and the Mentoring Committee Co-chair will also sit on the committee as the program coordinator and a non-voting member, will call the first meeting, will provide an overview of the program, discuss the selection process, and will **emphasize** the issue of confidentiality. All subsequent meetings are the responsibility of the committee chairperson in conjunction with the Assistant Superintendent.

3. By March 1 prior to the school year of assignment, teachers will be invited to be mentors. Human Resource Office will post the position with qualifications and teachers will be given two weeks to file the required paperwork. All who complete the paperwork will be trained. Trained mentors will be validated for three years. A refresher training course will be required to continue eligibility if a trained mentor intends to continue being considered after that time.
4. A meeting of this committee will be held in August to recommend mentor/new teacher pairings.
 - a. Teachers who have served as mentors will return to the mentor pool. Members of the mentor pool not selected will be given priority consideration for new pairings.
 - b. Pairings will be made taking into account new teachers' needs and the mentor's experience. Pairings will be decided by a majority vote.
5. Recommendations will go to the Superintendent for approval; then to the Board of Education for approval. Should a mentor pairing not be recommended by the Superintendent, an explanation will be given. Any pairing disapproved will be returned to the committee for an alternative pairing recommendation.

MENTORING TRAINING AND PROCESS:

Note: Year two and three of the Mentoring Program were defunded in the 2011-2012 budget.

- 1. Requirements
 - a. Mentor training will be offered three times per year during the normal in-service training cycle. (1st semester, 2nd semester (April-May) and summer)
 - b. Meetings for Mentors:
 - i. Late August (New Teacher Orientation)
 - ii. October
 - iii. January
 - iv. April
 - v. When deemed necessary by the Committee and/or Assistant Superintendent.

- 2. Topics
 - a. Common vocabulary review
 - b. Other training topics to be determined by committee include, but are not limited to, the importance of confidentiality, conferencing skills and supporting skills.

- 3. Contact and Communication
 - a. All communication between mentor and new teacher is non-evaluative and strictly confidential.
 - b. Administrators, Supervisors, Board of Education members, and department chairs will be encouraged to attend training.
 - c. Each pairing of mentor/new teacher to be given a total of ten (10) release days to be used as they determine. During the second (2nd) year, each mentor/new teacher pairing will be given a total of three (3) release days to be used as they determine.

<u>Year</u>	<u>Stipend</u>	<u>Release Time</u>
One	\$1500	4 days total
Two	\$750	7 days total
*Three	\$500	2 days total

* Not all new teachers will be mentored for three years. (i.e. - tenured teacher in another district prior to appointment in HHCS D.)

CONFIDENTIALITY

Confidentiality of new mentor/new teacher interactions is to be protected at all times. The mentor will have no responsibility in the role of evaluation or discipline. Therefore, the use of confidential material from the mentor/new teacher program can and will not be used in any evaluative or disciplinary manner.

Information discussed and gathered during the mentoring experience/relationship is not for disclosure to building administrators. However, there are certain actions by any employee that is the duty of another employee to come forward to administration. Some things cannot be kept confidential, i.e. inappropriate comments and actions to students and other staff members.

ROLE OF THE MENTOR

Although it would be impossible to describe all the activities of the mentor, since some are individual to their own relationship with their assigned new teacher, the following activities are common:

1. The mentor participates in training activities and support sessions designated by the program.
2. The mentor meets regularly with the new teacher to provide support, coaching, sharing of instructional and classroom management techniques and instructional planning when needed.
3. The mentor opens his/her classroom for visitations by the new teacher to model techniques and behavior for their benefit.
4. The mentor, in conjunction with the new teacher, sets goals for the mentor/new teacher relationship.
5. The mentor helps familiarize the new teacher with the school's physical plan, staff, supportive services, school life, community, District goals and expectations and other resources.
6. The mentor shall maintain the confidentiality at all times regarding the involvement with the new teacher.
7. The mentor shall initiate contact at any point with either co-chair of the Mentoring Committee if there is any concern or difficulty with the working relationship between the mentor and mentee.
8. Required to complete mentor log once a month.

ROLE OF THE PRINCIPAL

The principal has a vested interest and an integral role in implementation of a mentor/new teacher relationship. A feature of this role is to improve teacher induction and specifically plan instructional guidance for new faculty members. Additionally, principals:

- Facilitate faculty awareness, confidentiality and support for the program within the school community.
- Serve on the mentor selection committee if selected by the Superintendent.
- Facilitate scheduling of participants in training/mentoring opportunities, i.e. conferences, common planning time when possible.

Should a building administrator have concerns about a new teacher's skills, that administrator should direct the new teacher to the support services available in the District. These include the mentor, in-service opportunities, assistance from building administrators, or the Assistant Superintendent. **The new teacher has the responsibility for following up on any suggestions made.**

ROLE OF THE NEW TEACHER

The new teacher is responsible for all instructional planning, teaching, and student evaluation responsibilities. The specific mentee responsibilities and duties of the new teacher are listed below:

1. Attend all planned mentor/new teacher program activities.
2. Meet with the mentor for coaching on a regular basis.
3. Conference with the mentor.
4. Make visitations as jointly planned with the mentor.
5. Use release time to conduct classroom visits with the mentor and reciprocate by inviting the mentor for classroom visits and post-conferences.
6. Discuss with mentor specific individual professional development opportunities.
7. Develop an awareness of opportunities to make professional contributions to building, district and community activities.
8. Develop an awareness of support services available for students with special needs.
9. Maintain confidentiality regarding involvement with the mentor.

The new teacher will receive other professional services as they are identified. Those services may include, but are not limited to:

1. Each teacher will receive direct support from the mentor who will act as coach, assisting the new teacher to develop skills/behavior relevant to efficient and effective teaching. Coaching activities include demonstration teaching, conferencing, task analysis of lesson objectives,

- planning and development of lesson plans, observation and feedback, management skills and positive reinforcement.
2. Each new teacher will be encouraged to participate in the District Staff Development/Teacher Center Programs and curriculum related regional or state professional conferences.
 3. Each new teacher will receive orientation regarding special programs. (i.e.-Title I services, AIS, Speech, OT, PT, resource rooms, or any additional programs available to meet the needs of students).
 4. Each new teacher will receive information identifying and referring students for pupil support services.
 5. Each new teacher will receive information relating to providing a continuum of service, including mainstreaming and inclusion of students with disabilities in the least restrictive environment.

<p>At the end of the year, the Mentor/New Teacher Program will be reviewed by the current selection committee.</p>
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Our Mission

“Quality Education for All”

The Mission of the Horseheads Central School Community is to provide a quality education for all within a nurturing environment which promotes excellence, growth, and sense of civic responsibility.

Our Vision

We, the Horseheads School Community, want a district that. . .

- is nurturing and responsive;
- strives for balance in a supportive, safe, encouraging environment;
- recognizes the needs for continual improvement in an ever-changing world;
- has a clearly defined focus on learning outcomes, collaboration, and support systems; and
- creates an environment within which everyone can thrive and achieve his/her highest potential.

Our Beliefs

We believe. . .

- Everyone can achieve his/her highest potential;
- Trust is essential for growth;
- Learning is cooperative;
- Programs are inclusive;
- Success will be nurtured and expected;
- Learning is performance-based;
- Decisions are data-based; and
- Responsibility, respect and results guide our every effort.

Our Exit Outcomes

The Horseheads Central School graduate will be. . .

- a life-long learner;
- a caring, productive citizen;
- an effective communicator;
- a creative problem-solver;
- a quality decision-maker; and
- a healthy, well-rounded person.

**Horseheads Central School District
Horseheads, New York**

**Mentoring
Application Form**

Name: _____ Date: _____

Building: _____

Area of Certification(s): _____

Have you received tenure in the HorseheadsCentralSchool District: Yes No

Have you completed the required mentor training program: Yes No

If no, indicate the date of the training that you have signed up to take. _____

<u>Subject/Grade(s) Taught</u>	<u>Yrs. Experience</u>
_____	_____
_____	_____
_____	_____

In order to learn how you have been involved with people, please list your professional Organizations, Building/District Committees and Responsibilities, and Extracurricular Activities.

Please list the in-service courses, college courses, conferences attended, or other work experience with which you have been involved in the last five (5) years which you believe have contributed to your professional growth.

In order to complete applications, please return this form with a written statement explaining why you would like to be a mentor. Also, send three letters of recommendation by peers, administrator(s), department chairs, parents and/or students.