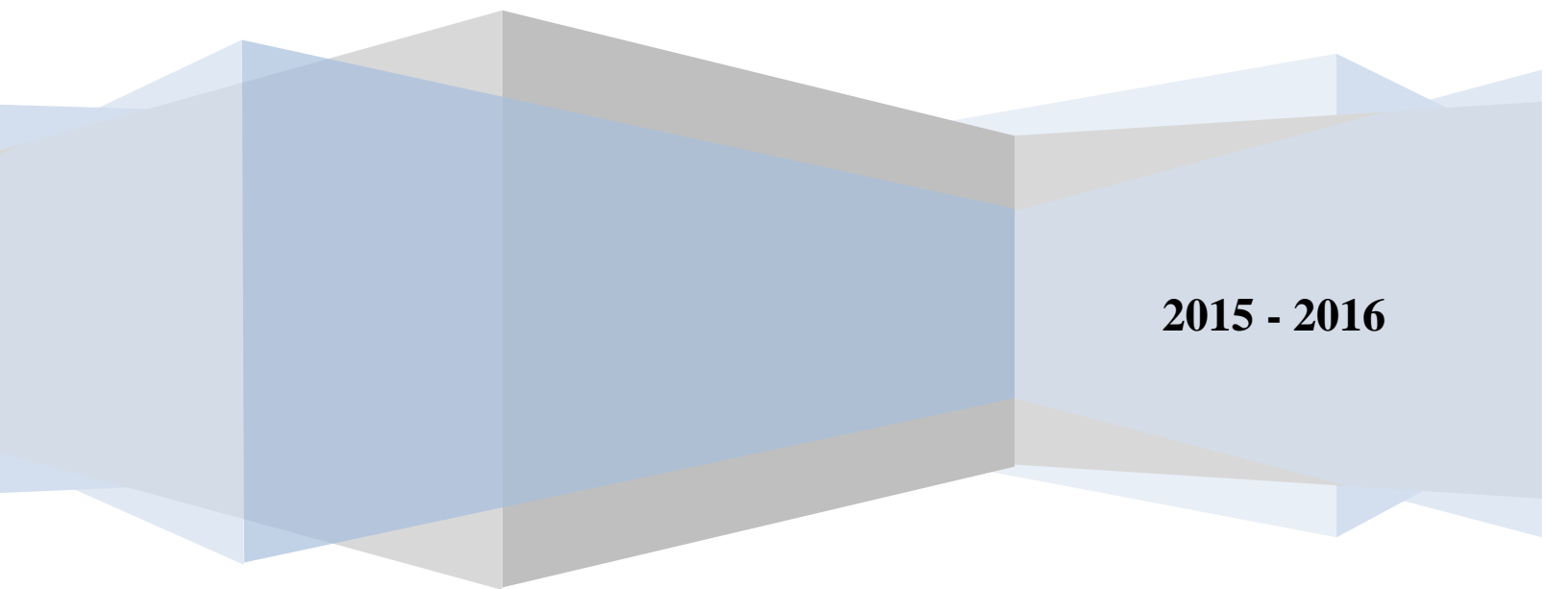*Horseheads Central School District*

Professional Development Plan

"PDP"

2015 - 2016

Horseheads Central School District
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*

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
2014-2015

Name	**Stakeholder/Building/Grade**
Bostwick, Michael	Principal, Intermediate School
Bracy, Karen	Elementary Education Director
Buseck, Daniel	Assistant Principal, High School
Cook, April	Teacher, High School, Guidance
Hollar, Jackie	Teacher, Intermediate School, 6th
Hooper, Linda	Teacher, Ridge Road Elementary, Reading
Kelly, Lisa	Interim Secondary Education Director
Patterson, Patrick	Principal, Gardner Road Elementary
Scanlon, Betsy	Teacher, Gardner Road Elementary, Kindergarten
Schultz, Melissa	Teacher, Middle School, English

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
- District Strategic Plan
- District Performance Scan: Staff Survey (November 2012)
- Student Voice: Grade 4 – 12 Student Survey (February 2014)
- Community Engagement Survey: (November 2012)
- Character Education Task Force
- 21st Century Skills Task Force
- Pre-Kindergarten, Kindergarten Program Review
- Special Education Program Review
- Professional Development Standards
- Staff Feedback/Reflections
- iObservation Data

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 during their first year of employment.

c) All professional development is aligned with the New York State Standards for Professional Development and New York State Standards and Assessments.

Annual Professional Development will focus on implementing the Common Core State Standards, District Initiatives, 21st Century Learning Expectations, and areas of interest and/or need per the Annual Faculty Professional Development Survey.

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 2015, 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 2015, 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 Grant Funds
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/District Teachers

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 spring 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 Horseheads Central School 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	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	Common Core Trainings conducted for ELA teachers in grades Pre K-8, 2011-12 ASCD Online CCLS Courses, 2011-2015 Model Schools Technology Workshops, 2011-15

			School Improvement Program Summer Workshops: CCLS ELA Shifts, 2011-15 Superintendent's Conference Days ELA Topics, 2011-15 Summer Curriculum Projects, 2011-15 Spring Curriculum Projects, 2015
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	Directors of Education Principals	Sue Beers, consultant on Literacy Across the Content Area, March 2012 Conference Day Presentation, 5th-8th grade teachers Close Reading Strategies, PK-6th, March 2013 October 2014 Close Reading Strategies in High School (English Department Presenters), Writing Units of Study Development, PK-6 Collaborative Teams
Provide opportunities for teachers to meet to align curriculum, develop benchmarks and create common assessments.	Fall 2011-ongoing	Directors of Education Principals	12 hours of curriculum time granted to ELA teachers in grades K-8, 2012-13 K-4 AIMSWeb Grade Level Data Huddles, 3x/year, 2011-15 Treasures Pre/Post Assessments, K-6, 2012-15 Writing Units of Study Development & Assessment Review Teams, PK-6, Spring & Summer Curriculum Work Projects, PK-12, 2014-15
Provide teachers with opportunities to observe and collaborate in order to develop research based instructional strategies.	Fall 2011-ongoing	Directors of Education Principals	High School English Department presented Writing Strategies to all content area teachers during March 2013 Conference Day. October 2014 Conference Day: PK-6 Writing Units of Study, High School-Close Reading Strategies
Provide teachers training in the Five (5) Essential Elements in reading instruction PreK-6.	Fall 2011-ongoing	Directors of Education Principals	5 Essential Elements Trainings, November 2011-12 Guided-Reading Institute, K-4, June 2015
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 Principals	Treasures Program Training, PK-6, March-May 2012 Triumphs and Treasure Chest Tier II & Tier III Training, Reading and Resource Room teachers, Spring 2012

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-ongoing	Director of Student Services Principals	Reading Coach available to support Special Education teachers monthly throughout the school year, 2011-15
Continue to implement research based best practices in writing as aligned to a District writing framework	2013-ongoing	Directors of Education	School-Based Writing Committees, 2013-14 PK-6 Grade Level Teams Collaborative Work on Writing Units of Study using a Gradual Release Model for implementing best practices, 2014-15
Establish a district wide focus for common writing practices.	August 2014-ongoing	Directors of Education	PK-6 Spring & Summer Curriculum Work, October Conference Day, Released Time Grade Level & School Teams, 2014-15
Provide professional development and support to all teachers in the area of literacy and literacy skills	Fall 2012-ongoing	Directors of Education	High School English Department presented Writing Strategies to all content area teachers during March 2013 Conference Day. Middle School Writing Rubric Development & Implementation school-wide, 2013-15 Close Reading Strategies Districtwide Topic-November Faculty Meeting & October/March Workshops during Superintendent's Conference Day grades 9-12, PK-6 Writing Project throughout the school year, 2014-15 Leveled Literacy Intervention Training, RtI Reading Teachers/Teaching Assistants 2014-15

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, Principals	Common Core trainings conducted for Math teachers, grades PK-8, January 2012-15 ASCD Online CCLS Courses, 2011-15 Model Schools Technology Workshops, 2011-15 School Improvement Program Summer Workshops, CCLS Math Shifts PK-6 Math Curriculum Mentor Support/Model Lessons, 2011-15 Summer Curriculum Projects, 2011-15
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-ongoing	Directors of Education, Principals	PK-6 Math Curriculum Mentor Support/Model Lessons/8 Mathematical Practices, 2014-15 Summer Curriculum Projects, 2011-15 Spring Curriculum Projects, 2015 Carnegie Math Workshops Middle & High School Math Teams, 2014-15
Provide opportunities for teachers to meet to align curriculum, develop benchmarks and create common assessments as needed.	Fall 2011-ongoing	Directors of Education, Principals	Release Time for Math Teacher granted for Math CCLS Curriculum Map Development, K-8, 2013-14 Summer Curriculum Projects, 2011-15 Spring Curriculum Projects, 2015 Carnegie Math Workshops Middle & High School Math Teams, 2014-15

Provide teachers with opportunities to observe and collaborate in order to implement research based instructional strategies.	Fall 2011-ongoing	Directors of Education, Principals	PK-6 Math Curriculum Mentor Support/Model Lessons onsite within classrooms and team planning/debriefing sessions, 2014-15 Summer Curriculum Projects, 2011-15 Spring Curriculum Projects, 2015
Provide opportunity for data analysis to identify areas in need of improvement. To discuss as an area of need? Clarify data protocols? Differentiate by level?	Fall 2011-ongoing	Directors of Education/, Principals, Student Services	K-4 AIMSWeb Grade Level Data Huddles, 3x/year, 2011-15 Go Math Pre/Post Assessments, K-6, 2013-15 Site-Based Team: Math Achievement Data Review, 2011-15
Create a toolbox of data protocols that are used commonly throughout the District	Fall 2014-ongoing	Directors of Education	K-4 AIMSWeb Grade Level Data Huddles, 3x/year, 2011-15 Go Math Pre/Post Assessments, K-6, 2013-15 Faculty Meeting Topics: Effective Instructional Practices & Checking for Understanding/ Student Engagement Protocols, 2014-15

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-ongoing	Directors of Education, Principals	K-4 AIMSWeb Grade Level Data Huddles, 3x/year, 2011-15 Site-Based Team: Achievement Data Review, 2011-15
Provide opportunities for teachers to meet in vertical groups in order to analyze and discuss assessment results.	Fall 2011-ongoing	Directors of Education, Principals	NYS Released Test Items & Achievement Data Analysis, grades 3-8, 2013-15 Site-Based Team: Achievement Data Review, 2011-15
Provide opportunities to train teachers on how to analyze student work to drive instruction.	Fall 2011-ongoing	Directors of Education, Principals	K-4 AIMSWeb Grade Level Data Huddles, 3x/year, 2011-15 PK-4 School-Based Writing Committees review student work samples for common trends and improvement areas, 2013-14 PK-6 Grade Level Teams Collaborative Work on developing and implementing Writing Units of Study & On-Demand Assessments, including grade level school team analysis of student work, 2014-15
Continue to provide opportunities for teachers to become familiarized in various data resources (Mastery Manager, AIMS WEB, Castle Learning, Toolbox Pro, etc.)	Fall 2011-ongoing	Directors of Education, Principals	K-4 AIMSWeb Grade Level Data Huddles, 3x/year, 2011-15

			Connected Curriculum Technology Conference, 2014-15
Provide a focus and training for teachers in the area of formative assessments.	Sept. 2012-ongoing	Directors of Education, Principals	PK-6 Treasures Formative Assessments, 2012-13 K-6 Go Math Formative Assessments, 2013-14 Faculty Meeting Topics: Effective Instructional Practices & Checking for Understanding/Student Engagement Protocols, 2014-15 Guided-Reading Workshop K-4 Running Records, June-July 2015

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-ongoing	BOCES and School Tool Team	May 17, 19, 24, 26; June 1, 7, 9; August 23, 24, 25, 31 and September1; 8:30am – 3:30pm In-Service, Spring 2011 New Employee Summer Training, 2011-15
Continue to provide professional development opportunities in current hardware and software applications.	2011-ongoing	Director of Technology, Tech Support Staff	Model Schools Technology Workshops, 2011-15 Connected Curriculum Technology Conference, 2014-15 Open Lab Sessions, 2013-15
Provide job-embedded opportunities and guided practice in the classroom in current hardware and software.	2011-ongoing	Building Principals	Model Schools Technology Workshops, 2011-15 Connected Curriculum Technology Conference, 2014-15 Open Lab Sessions, 2013-15
Provide training on technology associated with Treasures & Go Math	2012-ongoing	Directors of Technology and Elementary Education	PK-6 Treasures Technology, 2012-15 K-6 Go Math Technology, 2013-15 Connected Curriculum Technology Conference, 2014-15 Open Lab Sessions, 2013-15
Inform staff that technology benchmarks are available on the Intranet.	Fall 2011	Building Principals	Fall 2011
Explore online opportunities for professional development.	2012-ongoing	Directors of Education, In-Service Committee	ASCD CCLS online courses, 2012-15 (over 80 participants in 2012) Edivate online program for New Teacher 30-hour In-Service requirement, 2014-15 In-service Committee proposals, 2011-15

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 *The Digital Generation* by Ian Jukes	2011-2012	In-service committee	24 teachers participated in book study, 2011-12 High School and Gardner Road Site Team also conducting this book study, 2011-12
Additional professional development will be determined by the 21st Century task force.	2011-2015	Task Force Directors of Education, Principals	Summer Curriculum Projects, Interdisciplinary Curriculum Projects, & Curriculum Tasks promoting Communication, Critical Thinking, Creative Thinking, & Collaboration, 2011-15
Growth Mindset: Rigor, Relevance and Student Engagement Project	2014-15	Directors of Education, Principals	Site-Base Team Rigor & Relevance Training with Dr. Harrison, 3x/year, 2014-15 Monthly Faculty Meeting Topics: Rigor and Relevance Framework, 2014-15 Dr. Daggett Presentation, December 2014 Rigor & Relevance Principals' Academy, February 2015 Model Schools Conference, June 2015 K-12 Spring Curriculum Projects, 2015 Summer Curriculum Projects, 2011-15 Interdisciplinary Curriculum Projects, 2014-15

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
Implement district-wide Common Character Education Traits	2011-2012	C.E.T.F.	Character Education Task Force met throughout 2011 – 2012. Members Researched effective Character Education Programs. Members presented to all staff during District - wide Safety training on March 13, 2012
-Develop and Implement Common Character Education Traits for all schools in the Horseheads District. -Engage students in designing and creating a Horseheads Character Education Logo.	2012-2013	C.E.T.F	-Character Education Traits were developed and defined. All traits and definitions were shared with each buildings' Site Team and also shared with all district staff at a Conference Day session. -A Horseheads Character Education Logo Contest was created and shared with all students through the Character Education Committee and Building Site Teams. All Students had the opportunity to participate in the contest. The entire Horseheads Community was able to vote for the winning entry at the Horseheads Art Show at the Horseheads Fire Hall in February 2013. The winning entry, the three finalists and the Horseheads Mascot award were given out to four Horseheads students at the Horseheads Board of Education Meeting.

-All Building Site Teams Implement a comprehensive focus on the Six Character Education Traits within the curriculum and building-wide initiatives. -Partner with the Horseheads Parks and Recreation and the Big Flats Taffy Program to have the Character Education Traits also focused on in the Youth Sports Programs and Summer Recreation Programs.	2013-2014	C.E.T.F	-All Building Site Teams Implemented the focus on the Character Education Traits in each school and a representative from each Site Team shared information on what they were doing instructionally, and building-wide to support this focus. This share session was held at a District Character Education Meeting in May of 2014. -All Horseheads recreational counselors were made aware of the Horseheads Character Education Traits. The Traits were painted on the signs at Thorn Street Park and also printed on t-shirts for all students participating in Youth Basketball in Horseheads. The Big Flats Taffy Program also incorporated teaching about the Character Education Traits in their summer program.
- Develop a parent packet and monthly tips for parents to help them reinforce the traits. These monthly tips will be shared in each building's newsletter. -Develop a SharePoint with Teacher Resources for curriculum ideas and instructional strategies to support each trait. Organize the SharePoint to be grade level specific. -Facilitate a District Community Partnership for our Comprehensive Character Education Initiative.	2014-2015	C.E.T.F	**-**The Character Education Committee designed tips for parents for each of the six traits. These tips are family-friendly ideas to help parents reinforce what the students are learning about each of the character traits. These tips are being placed in each building's newsletter, on the district website and on each building's Facebook page. -The Character Education Committee has created the outline of the SharePoint for Character Education Resources for all Teachers in the Horseheads District. A sub Committee will be working together in July of 2015 to finish organizing the curriculum and instructional resources and uploading them to the SharePoint. This will be ready for Staff in September of 2015.

			-Members of the Character Education Committee worked with Nate Nagle from the Horseheads Parks and Recreation Program and Marge Tremaine from The Big Flats Recreation Program to gain support from our Community Boards and Merchants' Associations. A Sub Committee of our Character Education Committee made presentations to the Horseheads Town Board, The Horseheads Village Board, The Big Flats Town Board and the Horseheads Merchants' Association. All Boards voted to partner with our committee to make the Character Education Initiative a School/Community-wide Initiative. Character Education Banners will be going up during the summer months in the Horseheads Square and in front of the Community Buildings in Big Flats. Window clings will be put in all businesses and restaurants in Horseheads and Big Flats. This will be in place by July of 2015.

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
Provide all teachers professional development opportunities to learn the Danielson Framework.	2012 - ongoing	ESC Department, Principals	Faculty Meeting Topics: Domain 3 Elements- Effective Instructional Practices & Checking for Understanding/Student Engagement Protocols, 2014-15
Train all teachers on using iObservation.	2012 - ongoing	ESC Department	Training Logs, 2012-15
Provide training for all teachers with the APPR system	2012- ongoing	ESC Department	Intranet APPR folder, email correspondence, on-site support, 2012-15 Principals Training Log toward Certification as an Evaluator, 2012-15
Provide training for all administrators with the MPPR system	2012- ongoing	ESC Department	Intranet MPPR folder, email correspondence, on-site support, 2012-15 Central Office Administrators' Training Log toward Certification as an Evaluator, 2012-15

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 hour workshop).	2011-2012	Directors of Education, Principals	Summer 2011, 2012 Monthly Faculty Meeting Topics: Effective Instructional Practices, Checking for Understanding, and Student Engagement Protocols, 2014-15 School Improvement Program Workshop, August 2015
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-ongoing	ISC Team BOCES	ISC on-site coaching support and student observations, 2011-15 ISC After-school Workshop, 2015
Provides staff with ongoing professional development regarding general school safety issues.	2011-ongoing	District Safety Committee	2 hour Mandatory Safety Training, 2011-15 Right to Know Annual Training, 2011-15
Character Education study group will be identifying additional professional development for all staff.	2011-ongoing	Character Education Committee	Character Education Committee Districtwide presentation of materials and SharePoint site, 2011-15
Effective Teaching Program for new teacher hires	2011-ongoing	Directors of Education	Right to Know Annual Training during New Employee Orientation Program, Summer 2011-15 Edivate online program for New Teacher 30-hour In-Service requirement, 2014-15
Building Safety Teams	2011-ongoing	Principals	School Safety Plans, Safety Drills, Meeting Agendas/Minutes, 2011-15
Therapeutic Crisis Intervention Training	2011-ongoing	Directors of Education	Training Logs, 2011-15
Shared Decision-Making Groups with School and Community Memberships: Site-Based Teams, Implementation Team, PTO, District Safety/Wellness Committee	2011- ongoing	Directors of Education, ESC, Principals	Meeting Agendas/Minutes, 2011-15

MENTORING

A PROGRAM FOR

PROFESSIONAL DEVELOPMENT

2015-2016

Created 2005; Revised August 2009; 2011; May 2015

DEVELOPED IN COOPERATION BY:

THE HORSEHEADS TEACHERS' ASSOCIATION

AND

THE HORSEHEADS CENTRAL SCHOOL DISTRICT

Mentor Committee Members: 2014-15

Kristen Miller, Center Street, Special Education

Ron Holloway, Middle School, Principal

Bill Hynes, High School, English

Jay Hillman, Director of Secondary Education

Lisa Kelly, Interim Director of Secondary Education

Dora Leland, Middle School, Grade 7 Social Studies

Patti Sotero, Center Street, Principal

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

MENTORING

A Program for Professional Development

<u>State Education Department Language:</u>

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).

<u>Horseheads District Language:</u>

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 Horseheads Central School 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.

The Director of Secondary Education 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 Director of Secondary Education.

3.   By March 1 prior to the school year of assignment, depending on the projected needs of the District, 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. Note: Depending on the need for mentors, they can be considered for an extension of service.

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.

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 Director of Secondary Education.

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, and Board of Education members 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.

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

MENTORING TRAINING AND PROCESS:

Year	Stipend	Release Time
One	$1500	4 days total

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

**Two	$750	7 days total
**Three	$500	2 days total

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.

At the end of the year, the Mentor/New Teacher Program

will be reviewed by the current selection committee.

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

<u>Mentoring</u>
<u>Application Form</u>

Name: _____ Date: _____

Building: _____

Area of Certification(s): _____

Have you received tenure in the Horseheads Central School 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.   _____

Subject/Grade(s) Taught   Yrs. Experience

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.