

Belleville Henderson Central School District
8372 County Route 75, Adams NY 13605
<https://www.bhpanthers.org/>

Professional Development Plan 2019-2022



Belleville Henderson Central School District

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Belleville Henderson Central School District

District Mission

Belleville Henderson Central School serves as a center for education for all students incorporating the homes, school, and community, guaranteeing an education that includes a foundation for life-long learning, individual well-being, responsible behavior, and the pursuit of excellence to meet the challenges of the future

Belleville Henderson Board of Education Approved Goals

1. The Board of Education would like to encourage each student's development of their natural skills and guide them to excel in a vocational trade, academics, or both.
2. The Board of Education understands that only through teamwork, cooperation, and understanding with administration and staff, will we be able to accomplish goal number one.
3. The Board of Education will maintain a strong fiscal responsibility to the school and community, understanding that programs may be necessary to help develop goals one and two.
4. The Board of Education would like to extend an invitation to the community for their input, involvement, and support for our students and welcome ideas that will enhance goals one, two, and three.
5. The Board of Education encourages each student to participate in extracurricular activities, understanding that our sports, FFA, music, and other clubs help to make a well-rounded individual.

Introduction

Belleville Henderson Central School District Professional Development Plan reflects the diversity of the teachers, administrators, and parents of the district. Teachers and principals represent the elementary, middle, and high school levels. The Committee on Special Education assistant chairperson provides expertise in special education. The parent member has been an active participant in the Parent-Teacher Organization. Students have the option to take Edge courses offered from SUNY Jefferson to earn college credit. We seek service from Jefferson-Lewis BOCES which provides knowledge in program and professional development for the team.

The members of the team are committed to representing the needs of their home schools/workplaces while working together to develop a plan for the professional development of the district staff that will enable them to provide quality instruction for all students.

Belleville Henderson Central School District

Curriculum Council Members

Name	Title
Ashleigh Barnhart-Burto	Administrator Coordinator
Tedra Bean	Agriculture Teacher
Lesley Bellavia	Fifth Grade Teacher
Barb Bibbins	Secondary Science Teacher
Debbie Clark	Second Grade Teacher
Deanna Cobb	Spanish Teacher
Jane Collins	Superintendent
Jen Corron	Sixth Grade Teacher
Carrie Eastman	Fourth Grade Teacher
Stephen Lawrence	Sixth Grade Teacher
Scott Storey	Principal

Technology Committee Members

Name	Title
Ashleigh Barnhart-Burto	Administrator Coordinator
Barbara Bibbins	Secondary Science Teacher
Jane Collins	Superintendent
Jennifer Corron	Sixth Grade Teacher
Kimberly Fingar	Business Teacher
David Green	Secondary Math Teacher
Jeri Haldeman	Art Teacher
Marianna Hart	Community Representative
Stephen Magovney	Business Manager
Renee Scherer	Music Teacher
Scott Storey	Principal
Maryellen Thomes	Secondary Math Teacher
TBD	Technology Coordinator

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process any holder a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Teachers will have opportunities to participate in staff development during the school day, after school, on Saturday, and in the summer. It is expected that all staff will participate in a minimum of 12-18 hours of staff development each year, although staff will have the opportunity to attain many more hours each year. Belleville Henderson Central School District and the Curriculum Council Committee are firmly committed to the importance of having teachers plan, deliver, and evaluate professional development activities. It is anticipated that between 10 and 20 percent of the staff will have involvement and responsibility for planning and presenting professional development, promoting teacher collaboration for development of instructional practices, implementation of AIS & RTI processes, and curriculum development as we move from the New York State Common Core to Next Generation Standards. Utilizing the expertise of a Jefferson-Lewis BOCES facilitator and Belleville Henderson Administrator Coordinator, along with the support of the Principal and Superintendent, which will result in a commitment of an additional 10 to 40 hours.

Belleville Henderson Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. My Learning Plan will be the platform for maintaining and tracking professional development work for each staff member.

Philosophy

Professional development at Belleville Henderson Central School District is a vital component of our commitment to furthering the growth of our staff. We are committed to high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees tailored to the needs of the individual staff member, and building, progresses across grade levels (PK-12) and, when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

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

Needs Assessment

The Professional Development Plan of Belleville Henderson Central School District reflects the mission and needs of the district. The needs of the students are identified annually through analysis of multiple sources of quantitative and qualitative data, including student performance on New York State Assessments, New York State Regents, and teacher-reported needs related to the New York State Learning Standards, State self-assessment process for Title I.

Organization Professional Development Goals

1. Establish a culture that thrives on collaborative conversations and utilizes both internal and external experts to share knowledge and practices.
2. Help staff create learning environments that are grounded in 21st century learning theories and practices, and build on technology and interdependent communicative approaches to drive student learning.
3. Focus on meeting the needs of all students with regard to curriculum, instruction, and assessment, including high performing students, English Language Learners, and students with disabilities.
4. Continue to develop secondary course opportunities for our ELL, students with disabilities, and implement RTI & AIS with integrity to support career pathways for our students.

Evaluation

This is a comprehensive plan for all professional staff that recognizes the diversity of needs among individual teachers based on prior experience and education. Continuous growth opportunities for staff to work within and between grade levels and departments, is a priority. Professional Development Plan activities will be evaluated using a variety of formats including peer observation, lesson plans and units, development of curriculum maps, surveys provided to the teachers from the curriculum council representatives, feedback from families and teachers. The plan itself will be evaluated annually by the Curriculum Council Committee.

Curriculum Cycles

The district will support the professional development training focused on curriculum, instruction, and assessment by conducting curriculum cycles on a three-year rotation. The rotation can be adjusted to accommodate state initiatives that require attention to particular content areas. Within the rotation cycles, a content area will receive at least one year of focus to address standards implementations, instructional approaches, research-based strategies, improve assessments, and work on anything else that is deemed relevant by administration and the curricular experts in the area. Additionally, during the year of focus, particular attention will be given to provisions for internal and external professional development in the designated content areas. Focus areas will receive financial priority for staff to attend training.

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2019 - 2020	2020 - 2021	2021 - 2022
<ul style="list-style-type: none"> • ELA, next generation standards, PreK - 6 • Math, next generation standards, PreK - 8 • Science, NYSSLS Next Generation Standards, FOSS kits, K-6 • Revamping AIS/RTI, K-12 • American History new curriculum • Implementing the new Arts standards • Technology integration (all areas, K-12) • STEAM curriculum review development 	<ul style="list-style-type: none"> • Implement math, ELA curriculum maps, PreK - 6. To reflect the next generation standards • Continue to implement the FOSS science kits, K-6 • Implement STEAM • Review K-12 Social Studies • Revamp PE/Health curriculum • Continue working on curriculum maps 	<ul style="list-style-type: none"> • Secondary Science • Continue to integrate technology • Promote STEAM • Implement curriculum maps

Requirements

Annual requirement by September 1st

- Purpose:
 - Improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current with their profession and meet the learning needs of their students.
 - Holders of level III teacher assistants certificates, term appointments, and long-term substitute teachers (defined in section 80-5.4) are provided the opportunity to participate in the PDP of the district.
- Belleville Henderson PDP is a Comprehensive Education Plan for the District.
- SWD and ELL - PD activities are provided to all professional staff and supplementary school personnel provided by the Jefferson-Lewis BOCES services, who work with these students to ensure they have skills and knowledge necessary to meet the needs

Content of the Plan

Structured in a format consistent with commissioner's guidelines and shall include:

- Needs analysis
- Goals - create ELA/Math curriculum maps

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- Objectives (please see chart below)
- Strategies to meet objectives
- Activities and Evaluation Standard for PD
- Description of how ALL teachers are provided with substantial PD opportunities directly related to student learning needs as identified in the school district report card and other sources as determined by the district
- How the PDP will provide teachers holding a Professional Cert and/or Level III teaching assistant certificate with opportunities to complete 175 hours of PD or 100 hours of continuing teacher and leader education as required every five years under Part 80
- Teachers expected participation in PD, including but not limited to an estimate of the average number of hours each teacher is expected to participate in PD in the school year(s) covered by the plan
- Alignment of the PD with NYS standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities
- Articulation of PD across grade levels
- Ensure that PD is continuous and sustained and that the delivery of PD is shown to be effective
- How will the district measure the impact of PD on student achievement and teachers' practices
-

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JLBOCES Professional Development Support
2019-2020

	<p>The goals of my time in the district in September will focus on:</p> <ul style="list-style-type: none">• gaining a familiarity with each classroom during ELA and Math time – short, unannounced visits to the classrooms• working with grade level teams to review current curriculums, knowledge and utilization of the practices to support the content standards, and• developing consistent measures in curriculum and pacing• meetings with RTI providers and Spec Ed educator to guide and support their programs (develop a communication form

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	<p>that classroom teachers and RTI providers will utilize to support student growth)</p> <ul style="list-style-type: none">• provide support with STAR reports in addition to guidance and direction from Emily• provide support for creating a timeline and revising the forms for RTI with Ashleigh and Erica• provide support for classroom teachers as requested and as needs arise• providing training, as needed, on standards/strategies/curriculum and classroom structure
	<p>The goals of my time in the district in November will focus on:</p> <ul style="list-style-type: none">• provide professional development on intervention strategies for math and ELA that can be used for Tier I at the classroom level (K-2 and 3-6 focus teams)• provide an overview of the Data Informed Decisions and the process, questions to ask, and how to utilize the STAR reports to drive instructional decisions (whole group meeting if possible with follow-up small group sessions during intervention strategy training)• collaborate with Ashleigh and Erica to present the guidelines and procedures for RTI (combined with the above small group session)• Revisit classrooms and guide teachers as requested/suggested –scheduled meetings and some classroom visitations to see how things are progressing• meetings with RTI providers and Spec Ed educator to guide and support their programs

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	<p>The goals of my time in the district in January will focus on:</p> <ul style="list-style-type: none"> • revisit classrooms and guide teachers as requested/suggested – scheduled meetings and some classroom visitations to see how things are progressing • meet with grade level teams to review progressions of math curriculum (K-1, 1-2, 2-3, 3-4, 4-5, 5-6) Full day meeting time would be optimal for each of these meetings • revisit strategies for interventions as they relate to the standards • meet with Ashleigh and Erica regarding the RTI process and progress • review the STAR process, date, and progress with teachers during the full day meeting time with grade level • meetings with RTI providers and Spec Ed educator to guide and support their programs
	<ul style="list-style-type: none"> • revisit classrooms and guide teachers as requested/suggested – scheduled meetings and some classroom visitations to see how things are progressing • meet with grade level teams to review progressions of Reading and Writing curriculums (K-1, 1-2, 2-3, 3-4, 4-5, 5-6) Full day meeting time would be optimal for each of these meetings • revisit strategies for interventions as they relate to the standards • meet with Ashleigh and Erica regarding the RTI process and progress • review the STAR process, date, and progress with teachers during the full day meeting time with grade level • meetings with RTI providers and Spec Ed educator to guide and support their programs

*The above plan will be updated for the 2020 - 2021 school year.

School Violence Prevention and Intervention

Provision for the training of employees holding a teaching certificate of license in the classroom teaching services, school service, or administrative and supervisory service

- required to complete at least one training course in school violence prevention and intervention
- at least 2 clock hours of training that includes but is not limited to:
 - study in the warning signs w/in a developmental and social context that relate to violence and other troubling behaviors in children
 - the statutes, regulations, and policies related to a safe nonviolent school climate
 - effective classroom mgmt. technique and other academic supports that promote a nonviolent school climate and enhance learning
 - the integration of social and problem solving skill development for students w/in the regular curriculum
 - intervention technique designed to address a school violence situation o how to participate in an effective school/community referral process for student exhibiting violent behavior.
- Employee will be provided with a certificate of completion, at their request, to attest to completion of the training

Mentoring Program

Provide support for new teachers in the classroom in order to ease the transition from teacher preparation to practice, increase retention of teachers, and increase the skills of new teachers to improve student achievement.

- PDP shall describe:
 - How the district will provide a mentoring program for teachers who must participate to meet the teaching experience requirement for the professional certificate, Section 80- 3.4
- Developed and implemented consistent with any collective bargaining obligation
 - Information obtained while engaged in the mentoring activities shall not be used for evaluation and disciplining the new teacher unless:
 - Such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school
 - Such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character

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- if the district has entered into an agreement with the bargaining unit that provides that the information obtained by the mentor through intervention with the new teacher may be used for evaluating or disciplining the new teacher.
- PDP shall describe elements of the Mentoring program to include:
 - The procedure for selecting mentors
 - Role of mentors
 - Preparation of mentors
 - Types of mentoring activities
 - Time allotted for mentoring
- See Belleville Henderson Central School District Mentoring Program (attached)

ELL Teachers and CE Provisions

- Professional Certificate holders in certificate title of English to Speakers of Other Languages (all grades) and a holder of a bilingual extension must be provided with 50 % of the required PD clock hours for such certificate title in language acquisition aligned with the core content area of instruction taught. This PD must include a focus on best practices for co-teaching strategies, and integrating language and content instruction for ELL.
- All other holders of professional certificates in classroom teaching service must complete 15% of the required PD clock hours in language acquisition addressing the needs of ELL's
- A holder of a Level III teacher assistant certificate must complete 15% of the required PD clock hours in language acquisition addressing the needs of ELL's
- District may seek permission on an annual basis from the commissioner for an exemption for the PD requirements stated here if ELL students make up less than 5% of the district's total student population

Development and Adoption of the Plan

The plan must be developed through collaboration with the curriculum council.

- BOE appoints the members of the team, a majority of which shall be teachers, which shall include:
 - Superintendent or designee
 - School Administrators as designated by collective bargaining organization
 - Teachers as designated by collective bargaining organization

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- At least one parent as designated by the established parent groups or by the superintendent
- One or more curriculum specialists (teacher or administrator)
- One representative of higher education (if BOE determines that a qualified candidate is available)
- Other individuals, such as other teachers representing K-12.
- If a school is under registration review members of the PDP team shall be recommended by the superintendent of the district and appointed by the BOE.
- Teams shall submit the plan to BOE for review. BOE may accept or reject the recommendations of the team in whole or part. Components not approved shall be returned to the team for further consideration. Modifications shall be submitted to the BOE on or before September 15 and the BOE shall act on the plan by October 1.
- For school years to follow modifications will be submitted through the curriculum council by June 1 and approved by the BOE by June 30.
- Final determination of the plan shall be with the BOE.
- PDP shall be adopted by the BOE at a public meeting.
- Each year the BOE shall evaluate the effectiveness of the plan.
- BOE may adopt a multi-year plan or an annual plan, provided that it be required to review the plan on an annual basis and recommended revisions be submitted for approval if necessary.

Reporting Requirements

Each year the superintendent of the district is always required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner:

- The requirements of the PDP for the succeeding school year have been met
- The district has complied with the PDP applicable to the current school year
- District shall report to the department in a form and a timetable prescribed by the department

Belleville Henderson Central School District

- Information concerning the completion of PD for regularly employed certificate holders, who are subject to the continuing teacher and leader education requirements in 80-6
- Prior to reporting such information the district will consult with the certificate holder to verify the accuracy of the information (employed in a position requiring teaching certification for 90 days or more in the PDP year)
- Districts are required to maintain a record of PD successfully completed by certificate holders, who are subject to the PD requirement and who take PD and/or continuing teacher and leader education offered by the school district or by entities on behalf of the district. Records shall be retained for seven years and shall include:
 - Name of the Professional Certificate Holder
 - His or her teacher Certification ID number
 - Title of the program
 - Number of hours completed
 - Date and location of the program
- Documentation of the Mentoring Program shall be retained for seven years and include:
 - Each individual receiving mentoring
 - His or her certificate ID number
 - Type of mentoring activity
 - Number of clock hours successfully completed
 - Name and the teacher certificate of the individual providing the mentoring
- Participation in PD outside of the regular school day or regularly scheduled working days of the school year shall be voluntary for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining.

Goal #1: To develop curriculum maps ELA, grades PreK-6

Select the NYSED goal that best aligns with this district goal: Implementing Next Generation Standards in ELA

Target Student Population(s).

PreK - 2 / Grades 3-6

List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category	Action Step - Description	Responsible Stakeholder	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	ELA Curriculum	<ul style="list-style-type: none">• PreK- 6 Teachers• When BOCES representative is at BH subs will be hired and teachers will rotate throughout the day to work with him/her.• Teachers will meet with BOCES representative as teams• STAR benchmark will be given to students (x2 for validity)	<ul style="list-style-type: none">• Principal• Administrator Coordinator	June	2021	BOCES Coser
Action Step 2	ELA Curriculum	September 23rd - 27th: <ul style="list-style-type: none">• BOCES and MORIC Representative at BH• BOCES professional development opportunities (sign up via MyLearningPlan)• BOCES representative will work with grade level teams to develop curriculum and pacing as teams	<ul style="list-style-type: none">• Principal• Administrator Coordinator	June	2021	BOCES Coser

		<ul style="list-style-type: none"> Go over STAR data to help drive instruction (September 23) Determine RTI levels and AIS placement 				
Action Step 3	ELA Curriculum	November 18th - 22nd: <ul style="list-style-type: none"> PD on intervention strategies for ELA and Tier 1 students Introduce RTI forms and the process Goal setting and group management for progress monitoring using STAR (November 18) 	<ul style="list-style-type: none"> Principal Administrator Coordinator 	June	2021	BOCES Coser
Action 9Step 4	ELA Curriculum	January 27th - 31st: <ul style="list-style-type: none"> Analyze student data in ELA and see how progress monitoring is working for students Review Tier 1 interventions Talk with teachers about what can be done for tier 2 and 3 with AIS providers Review STAR thus far, introductions of STAR resources (January 27) Continue with progress monitoring 	<ul style="list-style-type: none"> Principal Administrator Coordinator 	June	2021	BOCES Coser
Action	ELA	March 16th - 20th:	<ul style="list-style-type: none"> Principal 	June	2021	BOCES

Step 5	Curriculum	<ul style="list-style-type: none"> • Vertical team meetings ELA • Revisit progress monitoring • Review progressions of reading and writing curriculums • Review STAR, Introduction of STAR custom assessments (March 16) 	<ul style="list-style-type: none"> • Administrator Coordinator 			Coser
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Goal #2: To develop curriculum maps math, grades PreK-8

Select the NYSED goal that best aligns with this district goal: Implementing Next Generation Standards in Math

Target Student Population(s).

PreK - 2 / Grades 3-6 / Grades 7-8

List the action steps that correspond to Goal #2 from your answer to Question 2, above.

	Action Step - Select one category	Action Step - Description	Responsible Stakeholder	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Math Curriculum	<ul style="list-style-type: none">• PreK- 8 Teachers• When BOCES representative is at BH subs will be hired and teachers will rotate throughout the day to work with him/her.• Teachers will meet with BOCES representative as teams• STAR benchmark will be given to students (x2 for validity)	<ul style="list-style-type: none">• Principal• Administrator Coordinator	June	2021	BOCES Coser
Action Step 2	Math Curriculum	September 23rd - 27th: <ul style="list-style-type: none">• BOCES and MORIC Representative at BH• BOCES professional development opportunities (sign up via MyLearningPlan)• BOCES representative will work with grade level teams to develop curriculum and pacing as teams	<ul style="list-style-type: none">• Principal• Administrator Coordinator	June	2021	BOCES Coser

N/A

		<ul style="list-style-type: none"> Go over STAR data to help drive instruction (September 23) 				
Action Step 3	Math Curriculum	November 18th - 22nd: <ul style="list-style-type: none"> Provide professional development on intervention strategies for math that can be used at the tier 1 level Provide an overview of the process of data informed decisions Introduce RTI forms and the process Goal setting and group management for progress monitoring using STAR (November 18) 	<ul style="list-style-type: none"> Principal Administrator Coordinator 	June	2021	BOCES Coser
Action Step 4	Math Curriculum	January 27th - 31st: <ul style="list-style-type: none"> Vertical team meetings math Review Tier 1 interventions Talk with teachers about what can be done for tier 2 and 3 with AIS providers Review STAR thus far, introductions of STAR resources (January 27) Continue with progress monitoring 	<ul style="list-style-type: none"> Principal Administrator Coordinator 	June	2021	BOCES Coser
Action Step 5	Math Curriculum	March 16th - 20th: <ul style="list-style-type: none"> Revisit progress monitoring 	<ul style="list-style-type: none"> Principal Administrator 	June	2021	BOCES Coser

		<ul style="list-style-type: none"> Review STAR, Introduction of STAR custom assessments (March 16) 	Coordinator			
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Goal #3: To revamp the RTI process

Select the NYSED goal that best aligns with this district goal: Revamping the RTI process

Target Student Population(s).

PreK - 2 / Grades 3-6 / Grades 7-8

List the action steps that correspond to Goal #3 from your answer to Question 3, above.

	Action Step - Select one category	Action Step - Description	Responsible Stakeholder	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	RTI Process	<ul style="list-style-type: none">• PreK- 8 Teachers• When BOCES representative is at BH subs will be hired and teachers will rotate throughout the day to work with him/her.• Teachers will meet with BOCES representative as teams• STAR benchmark will be given to students (x2 for validity)• Progress monitoring for level 1 and 2 students throughout the school year	<ul style="list-style-type: none">• Principal• Administrator Coordinator	June	2020	BOCES Coser
Action Step 2	RTI Process	September 23rd - 27th: <ul style="list-style-type: none">• BOCES and MORIC Representative at BH• Meetings with RTI providers and special education educators to guide and support programs	<ul style="list-style-type: none">• Principal• Administrator Coordinator	June	2020	BOCES Coser

		<ul style="list-style-type: none"> Julie will help create a timeline and revise forms for RTI with Ashleigh and Erica 				
Action Step 3	RTI Process	November 18th - 22nd: <ul style="list-style-type: none"> Julie will collaborate with Ashleigh and Erica to present guidelines and procedures for RTI Introduce RTI forms and the process to teachers 	<ul style="list-style-type: none"> Principal Administrator Coordinator 	June	2020	BOCES Coser
Action Step 4	RTI Process	January 27th - 31st: <ul style="list-style-type: none"> Julie will meet with Erica and Ashleigh regarding the RTI Ashleigh and Julie will meet with RTI providers and special education teachers to guide and support their programs Talk with teachers about what can be done for tier 2 and 3 with AIS providers 	<ul style="list-style-type: none"> Principal Administrator Coordinator 	June	2020	BOCES Coser
Action Step 5	RTI Process	March 16th - 20th: <ul style="list-style-type: none"> Revisit strategies for interventions as they relate to the standards Julie will meet with Ashleigh and Erica regarding the RTI process and progress Julie and Ashleigh will meet with RTI providers and special education teachers to continue to guide and support their 	<ul style="list-style-type: none"> Principal Administrator Coordinator 	June	2020	BOCES Coser

		programs				
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***Belleville Henderson
Mentor – Mentee
Program Handbook***



Belleville Henderson Central School

Mentor-Mentee Program for First Year Teachers

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I. Introduction

The Belleville Henderson Mentor-Mentee Program for first year teachers supports the revised teacher certification requirements that became effective February 2, 2004. The purpose of the mentoring program is to provide support for new teachers in order to ease the transition from teacher preparation to practice. In accordance with commissioner regulations, The Professional Development Plan (PDP), which includes the Mentor-Mentee program, must describe the following elements of any mentoring program:

- The procedures for selecting mentor teachers
- The role of mentor teachers
- The professional development of mentor teachers
- Types of mentoring activities and the scheduling of those activities

The Belleville Henderson Administration has developed this handbook in order to provide essential information for staff and mentors.

II. Mentor Criteria and Selection Process

The criteria for mentors will include:

- A minimum of three full years of teaching experience at Belleville Henderson
- Tenure from the Belleville Henderson Central School District

The selection process for a mentor teacher will be as follows:

- Whenever a new full-time teacher is hired, the Belleville Henderson administration will solicit applications and/or letters of interest for mentor teachers.
- Mentors must complete and submit the Mentor-Mentee Application packet which includes:
 - The signed confidentiality agreement
 - A signed agreement to fully participate in the Mentor-Mentee program

Performance criteria for selection as a mentor teacher:

- Use of effective instructional techniques and strategies
- Knowledge of subject matter
- Classroom management
- Professional skills
- Interpersonal and communication skills
- Demonstrates positive growth in professional development
- Recognizes the commitment to attend new teacher functions and mentor training while serving as a mentor.

Compensation for the mentor will be based on the BHTA contract and is available for a full year mentor teacher. Mentors assigned at a specific time will receive the stipend at the end of the school year.

III. The Relationship between Mentor and Mentee

The role of the Belleville Henderson mentor teacher is separate and distinct from the role of the administrator and supervisor. Communication between mentor and mentee is for the purpose of collegial advisement and not for evaluation purposes. Confidentiality and the “trust relationship” between mentor and mentee continues to be of the utmost importance. No other factor is as crucial to the success of the mentor-mentee relationship as confidentiality. Because of its importance, confidentiality is defined specifically at the beginning of the mentor-mentee relationship and maintained throughout all training activities by both mentors and mentees. Trust relationships, dealing specifically with confidentiality issues, are also maintained in all support group meetings for mentor teachers. Administration also takes a strong role in confidentiality issues by providing an opportunity for any mentor or mentee to share concerns about their “match”. In the case of unsuccessful mentor-mentee matches, administration would be responsible for reassigning the mentor and the mentee. The mentor will fulfill a variety of roles for the first-year teacher as guide, advocate, content expert and a supportive colleague, all of which can be considered in light of the overall goals of the mentoring program.

IV. Roles and Responsibilities

Role	Awareness	Responsibilities
Mentor	<ul style="list-style-type: none"> • To passionately believe in mentoring as a philosophy • To be committed to the personal and professional growth of new teachers • To be familiar with the components of the Mentor Program • To be knowledgeable about the program's requirements, such as the training sessions, observations, conferencing, ongoing peer support meetings • To foster new teachers' growth, recognizing that the professional growth of new teachers is 	<ul style="list-style-type: none"> • Support new teacher in a confidential, no-evaluative relationship • Promote positive school culture and a problem-solving approach to challenges • Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices • Reduce isolation of the new teacher by making him/her feel valued as a member of the school community formally and informally • Promote mutual learning with partner

	<p>ultimately the new teacher's responsibility</p> <ul style="list-style-type: none"> • Understand the importance of trust and confidentiality • To understand the realities and stresses of first year teachers 	<ul style="list-style-type: none"> • Promote new teacher's awareness of school district policies and practices • Encourage new teachers to voice their opinions and/or concerns • Participate in the one-day orientation program at the start of the school year • Attend three professional development sessions provided by BHTA per year with their mentee • Meet once a week for at least 30 minutes, at a regularly scheduled time, for the first 3 months; then meet every other week for 30 minutes for the rest of the year • Maintain a log of meetings and topics discussed (for your use only) • Mentors will do non-evaluative classroom observations and coaching two times a year • Provide support for lesson planning • Contact principal with concerns about the match
New Teachers	<ul style="list-style-type: none"> • Recognize mentoring as a positive experience and work with the support network the system has provided • Be knowledgeable about the goals of the program and all of its requirements • Be willing to reflect upon one's ongoing development in teaching • Understand the importance of trust and confidentiality • Acknowledge stresses new teachers may experience 	<ul style="list-style-type: none"> • Be willing to reflect on craft • Participate in a one-day orientation program at the start of the school year • Observe confidentiality • Participate in two non-evaluative classroom observations and coaching sessions with mentor • Observe mentor, at least once by Nov. 15th, observe another teacher at least once by March 30th • Meet with mentor 30 minutes per week for the first 3 months; then every other week for 30 minutes for the rest of the year • Attend three professional development sessions provided by BHTA per year

		<ul style="list-style-type: none"> ● Maintain a log of meetings and topics discussed (for own use only) ● Develop own teaching understandings and methods based on reflective practice ● Share in the responsibility with mentor for weekly meeting agenda ● Submit lesson plans to Principal when requested ● Contact Principal with any concerns about the match
Principal	<ul style="list-style-type: none"> ● To become knowledgeable about the program and provide input in designing it ● To inform the faculty and parents about the program and its benefits ● To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program ● To recognize the role of the mentor as the day-to-day and first line of support for new teachers ● Understand the importance of trust and confidentiality 	<ul style="list-style-type: none"> ● Find coverage for classroom observations, coaching and/or classroom visits when needed ● Maintain confidentiality ● Respect new teacher/mentor relationship and address conversations about the new teacher issues with the individual, not with the mentor ● Convey confidence in the value of mentor program ● Inform new teachers of the evaluation process ● Be involved in the ongoing evaluation of the mentor program through the committee
Superintendent	<ul style="list-style-type: none"> ● To become knowledgeable about the program and to attend the summer orientation program ● To act as liaison to the community and the school community ● To inform the faculty and parents about the program and its benefits ● To inform prospective teachers, new teachers, and potential mentors about the details and requirements of the program 	<ul style="list-style-type: none"> ● Approve and promote the program ● Provide financial support (professional development, grants, etc.) ● Facilitate contractual discussions that support the program ● Communicate with the administrative team, the need for promoting and implementing the program ● Understand the system-wide benefits of mentoring ● Acknowledge and recognize the contributions of the mentors

	<ul style="list-style-type: none"> ● To recognize the role of the mentor as the day-to-day and first line of support of new teachers ● Understand the importance of trust and confidentiality 	<ul style="list-style-type: none"> ● Respect confidentiality between mentors and new teachers ● Provide time for mentoring to take place ● Provide substitutes to allow for observations ● To be involved in the ongoing evaluation of the program ● Check on the progress of the program
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Informal Mentor (An informal mentor is an experienced BH teacher who volunteers to provide support to a teacher who is new to BH but not new to the teaching profession. Informal mentors are not paid a stipend)

- Support new teacher in a confidential, non-evaluative relationship
- Promote positive school culture and a problem-solving approach to challenges
- Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices
- Reduce isolation of the new teacher by making him/her feel valued as a member of the school community formally and informally
- Promote mutual learning with partner
- Promote new teacher's awareness of school district policies and practices
- Encourage new teachers to voice their opinions and/or concerns

V. Professional Development for Mentors and Mentees

Professional development for mentors and mentees is part of the district's Professional Development Plan (PDP) for all instructional staff members. Effective professional development is focused on improving student achievement and involves participants in a continuous process of individual and collective examination of instructional practices. In recognizing the needs of teachers at different stages in their career, the Mentor-Mentee Program will take advantage of all basic level, advanced level and continuous professional growth opportunities that are currently defined in Belleville Henderson's PDP.

VI. Mentor-Mentee Program Management

The identification of first-year teacher will be the responsibility of the District Office, which can be incorporated into current hiring practices. Once the intern teacher is identified as meeting the requirements, the administration will be notified and matches will be selected by the administration. Upon the hiring of a new teacher, a notice will be sent to all instructional staff announcing the opportunity for participation in the mentoring process with the expectation of establishing a pool of mentors which would be used for future matches. Mentor teacher applications and handbooks are available in the Principal's Office

VII. Appendix:

Mentor-Mentee Program Log
Confidentiality Agreement
Intern Letter
Mentor Letter
Mentor Application

Belleville Henderson Certified Mentor/Mentee Program Log Form

Directions: Please use this form to record your mentoring or mentee activities. Your log, which is due at the end of the semester, should be sent to Mr. Storey in the main office. Please send a completed claim form for reimbursement.

Intern Name: _____ Teacher Certification #: _____

Mentor Name: _____ Teacher Certification #: _____

For each activity completed, please record the date, indicate the type of activity, and the amount of time spent.

Date of Activity	Biweekly Meeting of Mentor/Mentee Pair	Mentor/Mentee Program Meeting	Mentor/Mentee Classroom Visit	Number of Hours

Mentor Signature: _____ Date: _____

Belleville Henderson Central School

Mentee Letter

Date: _____

Dear: _____

Congratulations on your recent appointment to BHCS professional staff! We are delighted to have you as part of our educational team. As required by New York State Education Law, you have been paired with _____ for the _____ school year. Your mentor has applied and has been selected by administration. Enclosed is the list of roles and responsibilities of you as an intern. These activities are mandatory as part of the requirements for your teacher certification. If you have any questions, please contact your mentor or Mr. Storey in the main office.

We look forward to working with you and helping you to make your first year in teaching at Belleville Henderson a success.

Sincerely,

BHCS Administration

**Belleville Henderson Central School
Office of the Principal**

TO:

FROM: Mr. Storey

C:

RE: Mentoring

DATE:

Thank you for your willingness to serve as a mentor for the _____ school year. I have matched you with _____, _____ teacher. I will be scheduling a meeting with you in the near future to review the responsibilities and requirements of a mentor and intern.

Belleville Henderson Central School

Mentor Application

School Year _____

PART I

Name: _____

Home Phone: _____

Home Address: _____

Position/Subject/Grade Level: _____

Area(s) of Permanent Certification (indicate if other than permanent): _____

Years of Teaching Experience at Belleville Henderson: _____

Total Years of Teaching Experience: _____

Recent Professional Growth Activities Completed:

PART II

In order to facilitate matches between mentor and intern, please indicate if you would be willing to mentor a new teacher.

Outside your subject area? Yes _____ No _____

Outside your grade level? Yes _____ No _____

Do you have any other preferences or concerns?

Mentor Participation and Confidentiality Agreement

My signature below indicates my willingness to attend the mandatory mentor training and the mentor-mentee activities that are offered. I understand that there will be required topics to address with the mentee and required records to maintain. I understand the need for confidentiality as a mentor and am willing to maintain that confidentiality. Finally, I understand that failure to maintain confidentiality as a mentor will be deemed as unethical, unprofessional behavior.

Signature of Applicant: _____ Date: _____

Please return your portion of the application to Mr. Storey in the main office.

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

School District: Belleville Henderson CSD

BEDS Code: 2209 0904 0000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/icert/pdf/pdstds.pdf>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Jane Collins
Print Name of Superintendent of Schools
Jane Collins
Original Signature of Superintendent of Schools
September 10, 2019
Date

Adopted by the Board of Education on Date:
September 9, 2019
John W. Allen
Original Signature of President, Board of Education
John W. Allen, President