

Professional Development Plan 2025-2028



**Approved by the Board of Education
1/13/2025**

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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.

Goals of Board of Education:

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.

Goals of the District:

1. To provide opportunities for our students to excel in academics, career trades, extracurricular activities, and skills development, by offering a variety of programs and providing the resources necessary in support thereof.
2. To remain fiscally solvent and stable, by means of long-term budget planning, reducing expenses, negotiations, and exploring additional revenue streams to ensure the longevity of our district.

3. To recruit and retain excellent faculty and staff by fostering a positive atmosphere with high morale, endorsing professional development, supporting our administrators, and recognizing our employees' hard work, dedication, and success.

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.

Curriculum Council Members

Name	Title
Jane Collins	Superintendent
Scott Storey	Principal
Emily Worden	CSE Chair/Administrator
Barbara Bibbins	Science Teacher
Carrie Eastman	Elementary teacher
Deanna Cobb	Language Teacher

Jennifer Corron	Math Teacher
Kathy Marlowe	Elementary Teacher
Lesley Bellavia	Elementary Teacher
Lindsay Tiller	Elementary Teacher
Rebecca A. Eastman	Elementary Teacher
Tedra Bean	Agriculture Teacher

Technology Committee Members:

Name	Title
Jane Collins	Superintendent
Scott Storey	Principal
TBD	Elementary Teacher
Kaci Coseo	Elementary Teacher
David Green	Math Teacher
Heather Bailey	Elementary Teacher
Jennifer Corron	Math Teacher
Jeri Halderman	Art Teacher
Sara Gleason	Music Teacher

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, training, 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.

PDP Focus for 2025 - 2028: (Focus areas are directly connected to the 9 Essential Elements and 3 additional Essential Elements of the APPR and the Professional Standards for Educational Leaders /PSELs)

9 Essential Elements and 3 additional Essential Elements Teacher Standard

Standard 1: Knowledge of Students and Student Learning Teacher

Standard 2. Knowledge of Content and Instructional Planning Teacher

Standard 3. Instructional Practice Teacher

Standard 4. Learning Environment / Social and Emotional Well-being Teacher

Standard 5. Assessment for Student Learning Teacher

Standards 6 & 7: Responsibilities and Collaboration

Professional Growth Professional Standards for Educational Leaders /PSELs PSEL

Standard 1. Mission, Vision, and Core Values PSEL

Standard 2. Ethics and Professional Norms PSEL

Standard 3. Equity and Cultural Responsiveness PSEL

Standard 4. Curriculum, Instruction and Assessment PSEL

Standard 5. Community of Care and Support for Students PSEL

Standard 6. Professional Capacity of School Personnel PSEL

Standard 7. Professional Community for Teachers and Staff PSEL

Standard 8. Meaningful Engagement of Families and Community PSEL

Standard 9. Operations and Management PSEL

Standard 10. School Improvement

The District is an approved CTLE Sponsor.

Other resources include but not limited to:

JL BOCES / MORIC

The Institute for Learning Centered Education Central Regional Partnership Center

SAVVAS / Pearson

NYSCATE

Other CTLE approved LEAs

Teacher Centers Mid-State Regional

Bilingual Education Resource Network (RBERN)

NYS Institutions of Higher Learning

Professional organizations and unions

Any other entity approved by the State Education Department

The College Board

Curriculum Associates

OTIS For Educators

PIVOT Services

North Country Prenatal/Perinatal Council

Institute of Digital Media & Child Development

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.

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
- 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

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.

Procedure for reviewing each curriculum:

- 1. Evaluation:** The purpose of this section is to evaluate data to ensure we are preparing students for the future; college and career readiness.

Program Review Schedule

Program	Year 1 Evaluation	Year 2 Planning Implementing Year 1	Year 3 Planning Monitor Year Implement Year 2	Year 4 Planning Monitor Year 2 Implement Year 3	Year 5 Planning Monitor Year 3 Implement Year 4
Math Music	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Social Studies Art	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028

Science Technology	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
ELA World Languages	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
PE Health	2026-2027	2027-2028	2029-2030	2030-2031	2031-2032

2. **Planning Phase:** The purpose of this phase is to initiate an action plan to close gaps discovered in the evaluation process of the
3. **Implementation Stage: The purpose of this phase is to implement the changes that have been outlined on the action plan.**

Implementation Roles

The implementation chart below identifies the duties and responsibilities of the leaders, teacher leaders, teachers, and students. Implementation is a constant state and each of the stakeholders needs to fulfill their duties with fidelity to ensure a successful curriculum roll out.

Leaders	<ul style="list-style-type: none"> - Providing support in terms of PD - Providing common meeting time - Observing/ collecting evidence - Celebrating successes - Implementing the next step of the action plan
Teacher Leaders/Curriculum/Technology Committee	<ul style="list-style-type: none"> - Providing support in terms of PD - Collaborating with teachers - Observing/ collecting evidence

	- Celebrating successes
Teachers	<ul style="list-style-type: none"> - Employing what has been created - Checking formatively to see whether it is working and adjusting, as necessary - Collaboratively working with others - In the pilot year, making notes for necessary changes
Students	- Performing

4. Monitoring Phase: The purpose of this phase is to monitor the implementation of the curriculum and make revisions to ensure essential questions are being addressed.

Essential Questions:

University Admission Counselors

1. What requirements or acceptance criteria must students meet to qualify for admission?
2. What technical skills do students need to thrive in your program?
3. What world-ready or interpersonal skills do your most successful students display?
4. What gaps or areas of need do your incoming freshmen most often display upon entering your program?
5. What support do you offer students that struggle adjusting to their post-secondary schedules and workload?

Business and Industry Leaders

1. What skills or experiences are you looking for in new hire entry level candidates?
2. What skills or experiences are you looking for in advanced level candidates?
3. What world-ready or interpersonal skills do your most successful employees display?
4. What is the current job forecast for your industry and how will it change over the next 5-10 years?
5. What tools or systems do you use to recruit potential new hire candidates?

Identified Stellar HS Programs

1. What data do you collect and review to keep your programming fresh and engaging?
2. How do you identify students for enrollment in your programs to ensure equity?
3. What technical skills do students need to thrive in your program?
4. What world-ready or interpersonal skills do your most successful students display?
5. What support do you offer students that struggle?

Alumni

1. What skills did you develop in school that helped you successfully enter your adult life?
2. Did you feel prepared for life beyond school when you graduated?
3. If you could return to school, what would you do differently and why?
4. What skills or experiences should be provided to our current students to prepare them for life beyond school?
5. Are you still connected to the community and school? If so, please explain. If not, why might that lasting connection be missing?

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
 - how to participate in an effective school/community referral process for students exhibiting violent behavior.
- Employee will be provided with a certificate of completion, at their request, to attest to completion of the training

PDP Framework 2025-2028

Standards	PDP Instructional Focus	Target Group	Focus Year/Estimated Hours	PD Participation	Evaluation
Curriculum Focus					
TS 2,3,5 PSEL 4,6	Literacy – <ul style="list-style-type: none"> Science of Reading Flooding Model ELA program K-8 	P – 5 Teachers P – 12 Admin	Year 1-3 10-12 hours	Staff will participate in professional development and learning offered during the following:	District-wide Academic Profile NYS Assessment Data Running Records/ Benchmark Data
TS 2,3,5 PSEL 4,	EurekaMath Momentum Math Natalie Lynn and Tara West	P-8 Teachers P-12 Admin	Year 1-3 4-6 hours	Superintendent’s Days CTLE/CSI Collaborative Time (see the attached form) PD focused Faculty Meetings Approved Conferences from CTLE certified sponsors Content Network Teams Grade or Department Level Meetings Self-Directed, Goal Driven PD Aligning RtI and AIS interventions will be a focus for 25-26	Perceptual Data collected through staff surveys MTSS Surveys GR Survey Summary of Learning from staff PD Frontline Evaluation forms Results as indicated on the CTLE/CSI forms Formative and Annual PD Survey PD activities Assessment Data Analysis Summary Targeted

					Instructional Plans
Instructional Focus					
TS 1,2,3,4 PSEL 4,6,7	Effective Teaching - APL	New/Recommended teachers	Year 1-3 10-12 Hours	See Above	See Above
TS 1,2,3,4,5 PSEL 1,3,5,8	Engagement and Motivation / Active Student Responding /Effective Homework Practices	P – 12 Teachers / Aides & Assistance / Admin	2-4 hours /yr		
TS 1,2,3,4,5 PSEL 4,6,7	Differentiation - SPED & Reg Ed	6 - 12 Classroom P – 5 SPED Teachers / Admin	2 – 4 hours /yr		
TS 1,3,4,5 PSEL 4	Developing Inquiry Design Tasks - Sci & Social Studies-	K – 12 Teachers / Admin	4 – 6 hours /yr		
Assessment/Feedback Focus					
TS 3,4,5 PSEL 3, 4	Best Practices Grading, Feedback, and Reporting	6 – 12 Teachers / Admin	4 – 6 hours /yr	Staff will participate in professional development and learning offered during the following: <ul style="list-style-type: none">● Superintendent’s Days● PD focused Faculty Meetings● CTLE/CSI Collaborative Time	Perceptual Data collected through staff, student, parent surveys
TS 3,4,5 PSEL 3, 4	Assessment Alignment /Rubric development to aligned with Next Generation Learning Standards	K -12 Teachers / Admin	2 - 6 hours /yr		Data collected from Case Study/LSS / Counselor Surveys Attendance Data SchoolTool
TS 2, 3, 5 PSEL 3,4,6	Data Analysis - Decisions Making Screening & Diagnostics	K – 12 Teachers / Admin	2 – 6 hours /yr		Dashboard Data Staff competencies surveys and

				<ul style="list-style-type: none"> • Approved Conferences from CTLE certified sponsors • Grade or Department Level Meetings • Self-Directed, Goal Drive PD • Mentoring meetings • MTSS Building Teams will continue to meeting • NYSCFSS Webinars / Workshops 	Technology Needs Assessments Faculty meeting surveys Vector Participation Data Attendance Records
Learning Environment					
TS 1,4 PSEL 3,5,7,8	Diversity, Equity, Inclusion <ul style="list-style-type: none"> • Panthers CARRE/PAX • Trauma-Informed schools • Responsive Classroom Culturally Responsive Schools	P – 12 Teachers / Admin	6 – 12 hours / yr	See Above	See Above
TS 1,4 PSEL 3,5,7,8	Social Emotional Learning <ul style="list-style-type: none"> • Mental Health Support / Suicide Prevention • Coping with Anxiety • PAX Classroom (PIVOT) - Parent Collaboration • Attendance Tracking/Intervention 	P – 12 Teachers Aides & Assistance / Admin	6 – 12 hours / yr		
TS	Supporting Digital Learning - Digital	P – 12 Teachers	6 – 12 hours /		

1,2,3,4,5 PSEL 3,4	Fluency (Google Suite / ClassLink Apps, Parent Square, Videoconferencing, HAPARA) Computer-based Assessments	Aides & Assistance / Admin	yr		
TS 1,2,3,4,5 PSEL 3,4,5,10	<ul style="list-style-type: none"> ● School Safety Vector ● Mandated Trainings ● Cyber Safety ● DASA ● SSEC Training ● Vaping, Drug, Alcohol Prevention ● De-escalation Techniques (CPI) ● Classroom Management Strategies 	P – 12 Teachers / Aides & Assistance / Admin	6 – 12 hours / yr		
Leadership					
PSEL 6, 10	LEAD Evaluator (Re) Certification	P-12 Admin	2-4 hours / yr	JL BOCES PD Sessions	Certification renewal
PSEL 6,9,10	ESSA: Consolidated Application Technical Assistance	P-12 Admin	2 – 4 hours /yr	NYSED Application Support PD	Consolidated Application submission

Mentor Program for First Year Teachers

I. Introduction

The Belleville Henderson Mentor Program for first year teachers supports the revised teacher certification requirements which became effective February 2, 2004, which stipulate that initial teaching certificate holders must have the first teaching year as a mentored experience in order to attain a professional certificate. 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 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

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:

- Each spring, the Belleville Henderson Administrators will solicit applications for mentor teachers
- Mentors submit a completed mentor application
- Submit a signed confidentiality agreement included in the application
- Use of effective instructional techniques and strategies
- Knowledge of subject matter, classroom management, professional skills, interpersonal and communication skills and demonstrates positive growth in professional development
- A stipend, per BHTA Contract, is available for a full-year mentor teacher.

III. The Relationship between the Mentor and Intern

The role of a Belleville Henderson mentor teacher is separate and distinct from the role of the administrator and supervisor. Communication between mentor and intern is for the purpose of collegial advisement and not for evaluation purposes. Confidentiality and the “trust relationship” between mentor and intern teacher continues to be of the utmost importance. No other factor is as crucial to the success of the mentor-intern relationship as confidentiality. Because of its importance confidentiality is defined specifically at the beginning and throughout, all training activities for both mentors and interns. Trust relationships, dealing specifically with confidentiality issues, are also included in all support group meetings for mentor teachers. The mentor can fulfill a variety of roles for the first-year teacher: guide, advocate, content expert and supportive colleague, all of which can be considered in light of the overall goals of the mentoring program.

IV. The Role and Responsibilities of Mentors, Mentor Leaders, New Teacher, and Administrators:

Role	Objectives	Responsibility
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	<ul style="list-style-type: none">• 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

	<p>Mentor Program</p> <ul style="list-style-type: none"> ● 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 ultimately the new teacher's responsibility ● Understand the importance of trust and confidentiality ● To understand the realities and stresses of first year teachers 	<p>to use resources and to observe different instruction practices</p> <ul style="list-style-type: none"> ● 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 ● 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 2 times a year ● Provide support for lesson planning ● Attend new staff orientation in August ● Contact principal with concerns about the match ● May require additional hours beyond the school day
Mentor Leader (Curriculum Council)	<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, 	<ul style="list-style-type: none"> ● Serve on Curriculum Council committee ● Work collaboratively with administrators to promote the district vision and goals ● Serve as a liaison with other teachers to allow new teachers to use resources and to observe different instruction practices ● 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 ultimately the new

	<p>recognizing that the professional growth of new teachers is ultimately the new teachers' 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 and mentors 	<p>teachers' 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 and mentors • Touch base individually with each mentor and new teacher once a month to check on the functionality of the program • Check with principal periodically regarding administration of the program • Promote the working relationships between mentors and new teachers if needed and assist in the decision of a pair to end the partnership • Attend new staff orientation in August • Tell principal if a pairing is ending; the committee will then reassign a new mentor
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 • Observe confidentiality • Participate in 2 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 • 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 • Attend new staff orientation in August • Contact Mentor leader or 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"> ● Serve on Curriculum Council committee ● 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 and the value of mentor program ● Inform new teachers of the evaluation process ● Attend new staff orientation in August ● 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 ● 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 ● To recognize the role of the mentor as the day to day and first line of support for new teacher ● Understand the importance of trust and confidentiality 	<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 ● 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 in on the progress of the program ● Attend new staff orientation in August

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 concern

V. Professional Development for Mentors and Interns:

Professional development for mentors and interns 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-intern 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-Intern Program Management:

The identification of a first-year intern 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 committee will be notified and matches will be selected by the committee. In the spring of each year, a notice will be sent to all instructional staff announcing the opportunity for participation in the mentoring process.

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
- 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
- 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:

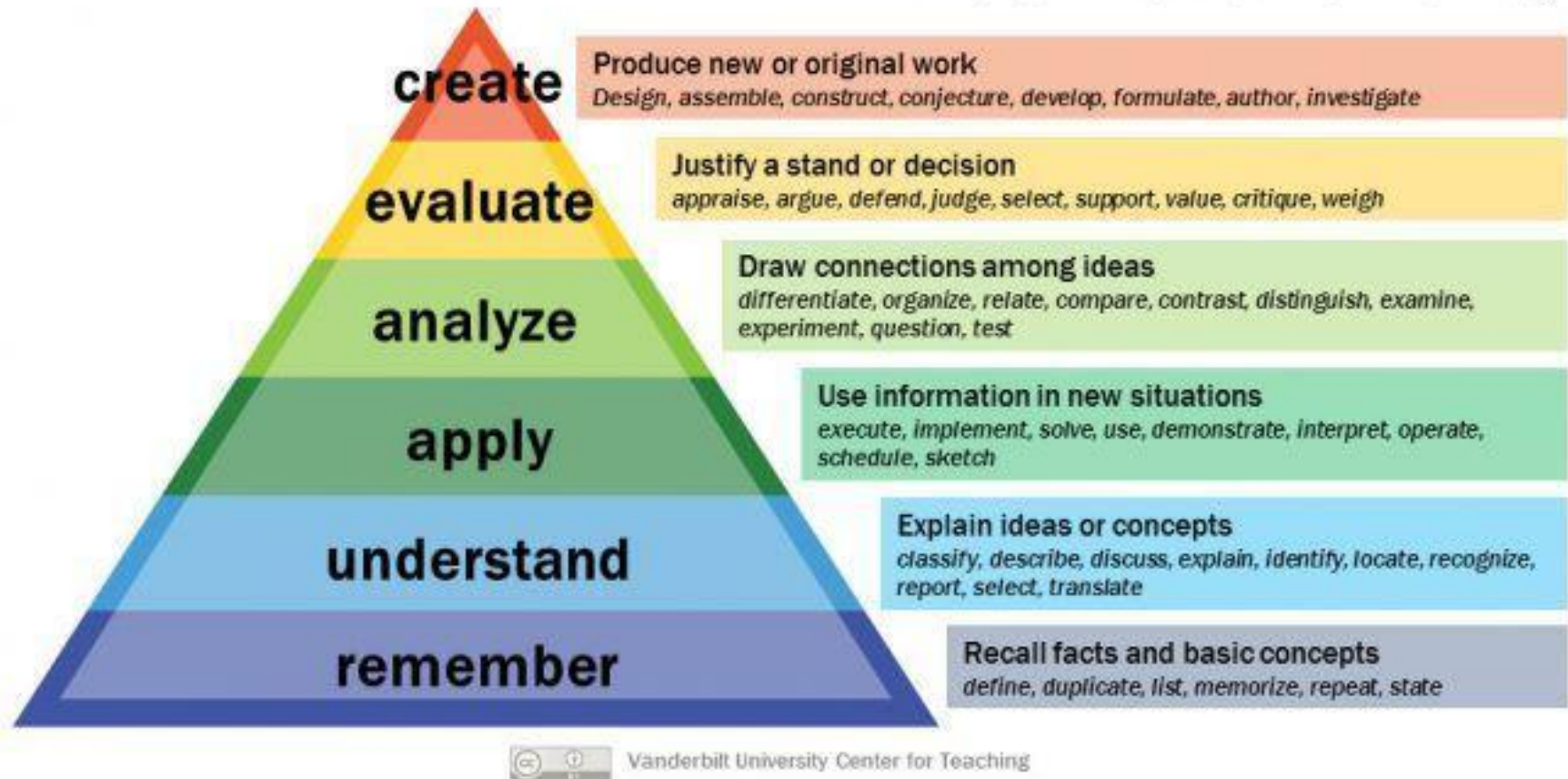
- Each individual receiving mentoring
- His or her certificate ID number
- Type of mentoring activity
- Number of clock hours successfully completed

- 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.

Appendix A:

Bloom's Taxonomy



NYS Standards	National Standards
Agriculture	National Agriculture Standards
Computer Science & Digital Fluency Technology Education	ISTE
ELA	ELA International Reading Association & National Council of Teachers of English Standards for Assessment <i>NBPTS:</i> English Language Arts
CDOS	World-ready skills
Digital Fluency	K-12 Digital Fluency Standards
Math	Next Gen Learning Standards <i>NBPTS:</i> Mathematics NCTM Principles and Standards for School Mathematics Global Proficiency Framework(12/20)
Social Studies	Social Studies Learning Standards
Science	Science <i>NBPTS:</i> Science

World Languages	World-Readiness Standards for Learning Languages <i>overview</i> <i>NBPTS: World Languages</i>
ENL NYS Blueprint for English Language Learner / Multilingual Learner Success	<i>NBPTS: English as a New Language</i>
Arts: Dance Arts: Media Arts Arts: Music Arts: Theater Arts Arts: Visual Arts The Arts - Implementation Guide	<i>NBPTS: Art, Early Childhood and Middle Childhood</i> <i>NBPTS: Art, Early Adolescence through Young Adulthood</i> <i>NBPTS: Music</i> National Core Art Standards (All Areas)
Family & Consumer Science	Family & Consumer Science
Health NYS Health Guidance Document	<i>NBPTS: Health Education</i> National Health Science Standards SHAPE America Standards
Physical Education	<i>NBPTS: Physical Education</i>
Technology & Engineering	Technology & Engineering Literacy ISTE

Appendix C:

Curriculum Component Checklist

Directions: Code the checklist with Unit number and Standard where appropriate

	1	2	3	4	5	6	7
Standards Alignment (see Appendix B)							
World Ready Skill Embedment (See page 3-5)							
Task Analysis aligned to standards (See Appendix B)							
Formative Assessments created (Y/N)							
Summative assessments created (Y/N)							
Highest Level of Bloom's (See Appendix A)							
ISTE Aligned standards (see Appendix B)							
CDOS Standards Embedment (see appendix B)							
District Initiative Embedment (Y/N)							
Instructional Supports and Strategies Identified (Y/N)							

Appendix D: Curriculum Unit Template (optional)

Curriculum Unit	
Subject:	Grade Level:
Unit:	Timeline:
Developed By:	
Standards:	
<u>NYS Standards:</u> (Identify prioritized standards New York State Standards covered in unit)	
<u>World Ready (WR) Standards:</u> (Identify WR Standards covered in unit) Our graduates will demonstrate the following skills:	
<u>ISTE (International Society of Technical Standards in Education):</u> (Identify ITSE covered in unit)	
<u>CDOS Standards:</u> (Identify CDOS Standards covered in unit)	
<u>NYS Social Emotional Learning Benchmarks:</u> (Identify SEL benchmarks covered in unit)	
<u>Bloom's Taxonomy Levels:</u> (Identify Bloom's Taxonomy covered in unit)	

Essential Questions/Statements:
(This section clearly states the essential learning targets of the unit and how it applies to real world learning.)
Unit Vocabulary:
(Essential terms used throughout the unit)

<p align="center">Essential Learning Outcome: (Specific statement(s) about what students will be able to do at the end of the unit)</p>			
<p align="center">Summative Assessment: (Begin by planning what you expect students to be able to do at the end of the unit)</p>			
<p align="center">Standard(s) (All standards covered in this component)</p>	<p align="center">Task Analysis (Steps to help students reach the essential learning outcome)</p>	<p align="center">Formative Assessment (Check for understanding that occurs while teaching and learning is taking place)</p>	<p align="center">Suggested Resources (Resources that could be used to support student learning)</p>

Appendix E:

Textbook/Material/Program Adoption Review and Evaluation Form

In addition to the guideline questions below, the curriculum/technology committee should utilize the following form to evaluate textbooks, material and/or program options. This form should be completed and used as a tool to help the committee make the best recommendation possible. Additional criteria may be added for specific content areas or district initiatives.

Resource Name	
Grade Level	Subject Areas
Title	
Author	
Publisher	
Copyright	
ISBN	
Cost	

Rating Scale

Consistently Present	3	Occasionally Present	2	Inconsistently Present	1	Not Present	0
----------------------	---	----------------------	---	------------------------	---	-------------	---

Conditions	Rating	Comments
How much is this product? Do we have a budget for this product?		
Is the product free of bias?		
Is the product culturally responsive?		
What technology do we need? Edlog 2D compliant?		
What supplement materials are available for struggling and advanced students?		
Is it vertically aligned?		
Are resources differentiated and personalized to all students?		
Are there home-school connections?		
Is there a yearly subscription?		
What is the lexile level?		
Is the product aligned to NYS standards?		
Is the information presented research and evidence based?		

Are materials relatable? Do the visuals appeal to all learners?		
Is there training provided?		
Are there real world applications present?		
Does it have a bi-lingual component?		

Recommendation for Order:

Order Number	Code	Quantity	Cost per	Total Cost

Company	Address	Phone	
Sales Rep	Contact Info	Particular Negotiations Discussed	

Signature of Building Principal _____

Signature of Superintendent _____