



NORTH COLLINS
CENTRAL SCHOOL DISTRICT
Home of the Eagles

**NORTH COLLINS CENTRAL SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN SY 2022-2023**

DISTRICT NAME: North Collins Central School District
BEDS CODE: 142201040000
SUPERINTENDENT: Mr. Scott Taylor
ADDRESS: P.O. Box 740, 2045 School Street, North Collins, NY 14111
PHONE: (716) 337-0101 FAX (716) 337-3457
EMAIL: staylor@northcollinscsd.org

PLAN EFFECTIVE DATE: 08/30/2022
NUMBER OF BUILDINGS IN DISTRICT: TWO
NUMBER OF PROFESSIONAL DEVELOPMENT TEAMS: ONE

COMPOSITION OF 2021-22 DISTRICT PROFESSIONAL DEVELOPMENT TEAM

A Function of the District Educational Advisory Committee (EAC)

Kelli McCormack, Chairperson, TOSA for Curriculum, Instruction, and Assessment
Scott Taylor, Superintendent
Brandon Wojcik, Jr.-Sr. High School Principal
Kerry Buell, Elementary School Principal
Jinelle Burger, Director of Student Services
Scott Kaplan, TOSA – Technology Integrator
Karlie Bley, Elementary Teacher
Robert English, Jr.-Sr. High School Counselor
Ian Calder, High School Teacher
Kristina Miller, Parent Member (Jr/Sr High)
Beth Sheehy, Parent Member (Elementary)

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I. INTRODUCTION

North Collins Central School District Professional Development Plan SY 2022-2023

The mission statement of the North Collins Central School District reads:

The North Collins Central School District is a safe and supportive learning environment that strives to maximize educational opportunities for all students, faculty, staff, and community members. We nurture responsibility, creativity, energy, and open-mindedness to empower successful contributors to a global society

In order to support this strong statement, the Education Advisory Committee has established a Professional Development Team that considers the needs of the district, based on a review of assessment/attendance/behavioral data, and recommends goals that will structure the professional development for the school year. It is the goal of the Professional Development Team to facilitate the provision of meaningful, substantial and relevant professional development opportunities to the teachers and paraprofessionals in the North Collins Central School District, based on district generated data and research based “best practices.” Ultimately, this thoughtful approach to the establishment of quality professional development will improve teaching and learning in our district, maximizing the educational opportunities for our students and nurturing lifelong learners.

Following this process, the Professional Development Team has outlined a professional development plan for the 2022-2023 school year. This plan was submitted to the BOE for their consideration, approval, and implementation for SY 2022-2023. The PDP will be reviewed annually, up-dated, as needed, and incorporated into the Comprehensive District Education Plan (CDEP). The PDP will assist all teachers in maintaining their professional certifications. These opportunities will be aligned with major improvement goals, collective and individual, and will be determined and compensated according to future contract negotiations.

The Board of Regents, at its March 2016 meeting adopted a new 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 for any holder of 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.

This plan exists to communicate the planning and implementation of professional development within the North Collins Central School District as a sponsor of Continuing Teacher and Leader Education (CTLE).

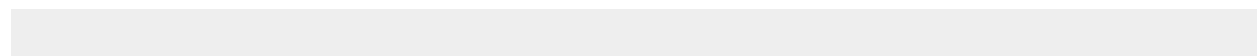
II. NEEDS ANALYSIS- include timeline of analysis, include results of data collected, provide sample of documents used

The Professional Development Committee, under the guidance of the District Comprehensive Improvement Plan (DCIP) considered current and historical academic and assessment data, student achievement on college readiness assessments and behavioral data in determining what professional development would best support the goals of the North Collins School District.

The committee discussed our designation as a Target District. A subset of our EAC in conjunction with an educational advisor and parents, put together a District Comprehensive Improvement Plan. It was decided that our PDP goals would come from that plan for the next three years.

We also discussed the professional development at the Junior-Senior High School which is designated a Comprehensive Support and Improvement School. A team made up of EAC members, Junior-Senior High School Staff, parents and students came up with a School Comprehensive Education Plan. It was decided that our Professional Development Plan would encompass some of those goals as well.

These goals are derived from and linked to the District Comprehensive Improvement Plan (DCIP), and will be revised in accordance with updates and revisions to the DCIP.



III. GOALS & OBJECTIVES

Professional development is a continuous process by which professional educators increase and refine their knowledge, skills, and practices to remain current and effective within all areas of education. The priorities and goals of the District Comprehensive Improvement Plan (DCIP) are as follows:

1. **Goal 1:** We will continue to prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction.
 - a. In striving to maximize educational opportunities for all students, we will offer support for students in reaching their potentials. Our vision statement states that we will work together as a district to help students achieve their potential.
 - b. Our state scores in ELA show that our students are not proficient in reading and writing (43% of students in grades 3-8 scoring proficient in 2020-2021). Due to the pandemic, this issue has become more apparent with the loss of instructional time.
 - c. Our Reading Committee focuses on the Science of Reading Research and seeks to implement evidence-based practices in the classroom through a structured literacy approach. We recognize the importance of this initiative to close the gap between research and practice as we move into year two of our reading initiative.
 - d. This ties into our Special Education District Improvement Plan along with our priority for supporting students with their social-emotional well-being. This supports our SCEP commitment number 1 in that we commit to the development of every child to develop cognitively.
 - e. This commitment aligns with “How Learning Happens” through the element of agency where every child has the opportunity and develops the authority to drive their educational experiences with the ability to read.

2. **Goal 2:** We will expand understanding and implementation (Phase 1) of Culturally Responsive Pedagogy and Practices within the NYS CRSE Framework to involve all stakeholders.
 - a. In striving to maximize educational opportunities for all students, we will continue to offer support for students in reaching their potentials. Our vision statement states that we will work together as a district to help students achieve

their potential which includes learning about differences in culture, preferences, identity and inclusive topics.

- b. This priority is of importance and emerged due to our desire for all students to feel welcomed and have a sense of belonging. This priority supports our SCEP commitment number 2 in that: “We commit to strengthening our school environment to enhance students' sense of belonging, school community and strength of relationships”.
 - c. This commitment aligns with “How Learning Happens”- students must be engaged in learning relevant to them and see themselves reflected in teachers, leaders, curriculum and learning materials. Relationships are important, including those of adults and peers, including families. This is what creates a sense of belonging where all students feel safe, respected, and supported.
 - d. Through the student interviews, themes emerged that indicate the need for explicit focus on CRSE. Students report witnessing racism and desire a need for safe spaces to hold discussions around important topics of racism.
 - e. The Equity Self Reflection also indicated a need for more work on training on topics related to diversity, equity and inclusion.
3. **Goal 3:** We will provide targeted and tiered behavioral and social emotional support to all students through the building level development of a Multi-Tiered Systems of Supports Plan.
- a. This supports the District vision statement in that we state we maximize educational opportunities for all students. MTSS plans are developed to address the educational experience as a whole for all learners. .
 - b. This emerged as a priority as we developed an MTSS Committee and created an MTSS Vision statement this past school year. This is a commitment that will further strengthen our students' experiences as learners while allowing collaboration as a district. Our long term plan as a district is to have an MTSS plan that is coordinated yearly through a MTSS committee.
 - c. This priority is influenced by the “How Learning Happens” document. It specifically is linked to Intentionality: “Every child has intentional opportunities to practice and build social, emotional and cognitive skills”. Being intentional with all tiers of instruction and using data to guide instructional decisions supports this.
 - d. This priority also connects to the SCEP commitment 1, “We intentionally commit to the development of every child by providing opportunities to develop socially,

emotionally and cognitively through practical learning experiences that engage learners”. Here at North Collins School District we are committed to developing every learner with strategies that meet the needs for all learners.

Goal 1 Objectives

- We will start the second year of our two year commitment to LETRS Training for all Pre-K through 8th grade general education and special education teachers (7th, 8th grade – ELA, ELA AIS, ELA Special Education only).
- Our TOSA of Curriculum, Instruction, and Assessment will coach teachers on how to improve their phonics, phonemic awareness, vocabulary and fluency and comprehension skills instruction.
- We will continue to have monthly check-ins with grade-level teams during planning periods.
- The master schedule will be adjusted to allow for an appropriate amount of time at each grade level for a well balanced literacy block.
- We will utilize the Sonday System which is a Tier 3 reading intervention program for students in grades K-6.
- We will continue to hold grade level data meetings which will be used to discuss student progress, and plans to adjust or continue intervention.

Goal 2 Objectives

- We will provide staff with equity training to better understand and relate to all students within the district.
- We will increase access to current culturally relevant resources for staff and students.
- We will provide training for staff on how to incorporate culturally relevant materials into their curriculum and provide lesson sharing platforms.
- We will bring in an outside agency to provide separate diversity, equity and training for middle and high school students.
- We will offer an LGBTQ+ organization for students to meet at the JR/SR High School.
- We will deepen our understanding of the NYS CRSE framework and the guidelines for all stakeholders, learn about the principles of culturally responsive-sustaining education and gain a greater understanding of diverse cultural identities (race, ethnicity, gender, sexual orientation , disability, language, religion, socioeconomics)
- We will continue use of Second Step programming, as well as Panorama Playbook strategies towards SEL in grades Pre-K to 7.

Goal 3 Objectives

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- We will enlist MTSS committee members including: administration, teachers, counselors, psychologist, paraprofessionals, students, and family/community members.
- Schedule MTSS Committee meetings and create roles for members.
- We will utilize Academic and Social Emotional Data, the committee will conduct an intervention inventory and prioritize needs for intervention development – where to focus efforts next.
- Identify interventions and procedures used to help plan for appropriate identification and delivery of interventions at Tier 1 (School-Wide Preventative), Tier 2 (Targeted), and Tier 3 (Intensive) levels for behavior.
- We will continue to use Panorama Surveys for grades 3 through 12. Panorama surveys must be administered in the beginning, middle and end of the school year.
- The data specialist will coordinate review of results with guidance counseling staff members.
- Panorama playbook strategies will be selected as interventions.
- Mental Health First Aid Training will be provided to all Elementary Staff.
- We will continue to use the Second Step Curriculum for students in K-6
- The Powerschool representative will make the tiered intervention component accessible to all North Collins teachers.
- Implement Powerschool training for parent/family communication and behavioral referrals.
- JR/SR High School will utilize Powerschool to track academic and behavioral strategies.

IV. STRATEGIES

Professional development is a continuous process and should be viewed as an expanding cycle, building knowledge and skills through seminars, workshops and self-study. The six step process functions in the following manner:

1. **Identify** common district and individual needs, goals, and/or objectives,
2. **Plan** on how to address these needs, goals, and/or objectives,
3. **Implement** programs that, while providing choice, produce concrete methods of attaining the needs, goals, and/or objectives,
4. **Monitor** the program’s progress by collecting faculty and/or student data,
5. **Evaluate** data collected and use it to determine subsequent professional/staff development activities,
6. **Modify, adapt, and re-identify** new/revised needs, goals, and/or objectives (e.g., return to step 1).

AREA OF FOCUS: 2022-23 ACADEMIC YEAR

1. We will continue to prioritize teaching students the skills necessary to become proficient readers through teacher education and collaboration, revised curriculum design, and intentional use of data to inform reading instruction.
2. We will expand understanding and implementation (Phase 1) of Culturally Responsive Pedagogy and Practices within the NYS CRSE Framework to involve all stakeholders.
3. We will provide targeted and tiered behavioral and social emotional support to all students through the building level development of a Multi-Tiered Systems of Supports Plan.

PROPOSED TIMELINE of PROFESSIONAL DEVELOPMENT ACTIVITIES

Superintendent’s Conference Days SY 2022-2023

The North Collins Central School District provides professional development opportunities that consider and address the differences in the needs of teachers at various grade levels and content areas. The district provides differentiated professional learning opportunities based on grade level/band and content area, while maintaining focus on our district’s mission and vision. For acceptable activities, the North Collins Central School District CTLE Sponsors will issue certificates of completion and maintain records of all completed CTLE activities for at least eight years from dates of completion.

Date	Elementary School	Junior/Senior High School
8/25/2020	Crisis Prevention and Intervention Training for all Special Education teachers K-6 with Erie 2 BOCES (6.5 Hours)	
8/30/2022	Faculty Meeting: DCIP Introduction for all staff (1 Hour) District Safety Protocols and Updates for all staff (1 Hour). Technology Resources, Guidelines, and Requirements for all staff (1 Hour) Mental Health and First Aid Training AUD for all staff (3.25 Hours)	Faculty Meeting: SCEP and DCIP Introduction for all staff (1 Hour) District Safety Protocols and Updates for all staff (1 Hour). Technology Resources, Guidelines, and Requirements for all staff (1 Hour) Mental Health and First Aid Training AUD for all staff (3.25 Hours)
8/31/2022	Faculty Meeting for all staff (1 Hour).	Faculty Meeting for all staff (1 Hour).

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	<p>School Safety Protocols and Updates with the District’s School Resource Officer for all staff (1 Hour). Technology Update regarding technology subscriptions, library resources, and PowerSchool with the district’s Technology Integrator for all staff (1 Hour). Grade level/ Content Area Curriculum Development for all general education, special education, and special area teachers (2 Hours)</p>	<p>School Safety Protocols and Updates with the District’s School Resource Officer for all staff (1 Hour). Technology Update regarding technology subscriptions, library resources, and PowerSchool with the district’s Technology Integrator for all staff (1 Hour). Grade level/ Content Area Curriculum Development for all general education, special education, and special area teachers (2 Hours)</p>
9/1/2022	<p>Horizontal Alignment Meetings for all teachers (1 Hour) Vertical Alignment Meetings for all teachers (1 Hour) Grade Level Curriculum Development for all teachers (1 Hour) Grade Level Assessment Development and Mapping for all teachers (1 Hour) GCN Trainings: DASA, Sexual Harrassment, Infectious Control, Right to Know for all teachers (2 Hours) TBD for all teaching assistants and teacher aides.</p>	<p>Project Based Learning Training with Erie 2 BOCES for all general education, special education, and special areas teachers in grades 7-12 for all teachers (3 Hours). Project Based Learning Opportunities Development Work with Content area teams for all teachers (1 Hour) GCN Trainings: DASA, Sexual Harrassment, Infectious Control, Right to Know for all teachers (2 Hours) TBD for all teaching assistants and teacher aides.</p>
11/4/2022	<p>LETRS Unit 5 Oral Language and Vocabulary Training Part 1 for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (3 Hours).</p>	<p>LETRS Unit 5 Oral Language and Vocabulary Training Part 1 for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (3 Hours).</p>
11/10/2022	<p>LETRS Unit 5 Oral Language and Vocabulary Training Part 2 for all general education and special education teachers in grades PreK-6, as well as</p>	<p>LETRS Unit 5 Oral Language and Vocabulary Training Part 2 for all general education and special education teachers in grades PreK-6, as well as</p>

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	ELA general education and special education teachers in grades 7-8 (3 Hours).	ELA general education and special education teachers in grades 7-8 (3 Hours).
1/20/2023	LETRS Unit 6 Reading Comprehension Training for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (6 Hours). TBD for all special area teachers, aides and assistants.	LETRS Unit 6 Reading Comprehension Training for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (6 Hours).
1/23/2023	TBD for all teachers, aides and assistants.	TBD for all teachers, aides and assistants.
3/17/2023	LETRS Unit 7 Text-Driven Comprehension Instruction for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (6 Hours). TBD for all special area teachers, teacher aides, and teaching assistants.	LETRS Unit 7 Text-Driven Comprehension Instruction for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (6 Hours). TBD for all other teachers, teacher aides, and teaching assistants.
6/20/2023	LETRS Unit 8 The Reading-Writing Connection Training Part 1 for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (3 Hours). TBD for all special area teachers, aides and assistants.	LETRS Unit 8 The Reading-Writing Connection Training Part 1 for all general education and special education teachers in grades PreK-6, as well as ELA general education and special education teachers in grades 7-8 (3 Hours).
6/21/2023	LETRS Unit 8 The Reading-Writing Connection Training Part 2 for all general education and special education teachers in grades PreK-6, as well as	LETRS Unit 8 The Reading-Writing Connection Training Part 2 for all general education and special education teachers in grades PreK-6, as well as

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	ELA general education and special education teachers in grades 7-8 (3 Hours). TBD for all special area teachers, aides and assistants.	ELA general education and special education teachers in grades 7-8 (3 Hours).
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Measuring the Impact of Professional Learning 2022-2023

Crisis Prevention and Intervention

- All Special Education teachers in K-6 will successfully complete the CPI training to earn their completion certificates at the end of the training.

LETRS

- Data check point, 72% of readers will meet the middle of year reading benchmark (Grades K-6).
- Attendance at LETRs Professional Development Sessions (4 six-hour sessions per year) - sign in sheets after each PD Session.
- NYS ELA test scores increase (Grades 3 - 8) Dibels and STAR Reading score increase (Grades K-2)
- Data check point, 75% of readers will meet the end of year reading benchmark (Grades K-6).

Project Based Learning

- By February of 2023 favorable responses on the student panorama survey will increase by 1 percentage point on the question: “How interesting do you find the things you learn in your classes.”
- By the end of the year staff will develop their curriculums to create at least 1 project using PBL skills gained in PD. Learning targets and formative assessments will be essential components in measuring student success on the projects. Both the learning targets and formative assessments will be included on project directions.
- The May 2023 favorable responses on the student panorama survey will increase by 5% total for positive based responses on the question: “How interesting do you find the things you learn in your classes.”

Mental Health and First Aid Training

- All staff will successfully complete the pre-work self-paced course before attending the training on August 30th.
- All staff will have a score increase from their pre to post mental health and first aid training assessments.

Appendix A: Service Providers for SY 2022-2023

Name	Contact Information	Workshop/Training
Scott Taylor	Superintendent North Collins CSD 2045 School Street North Collins, NY 14111 staylor@northcollinscsd.org (716) 337-0101 x1300	Faculty Meeting
Brandon Wojcik	Principal North Collins CSD 2045 School Street North Collins, NY 14111 bwojcik@northcollinscsd.org (716) 337-0101 x1302	School Safety Data Analysis Faculty Meetings
Kerry Buell	Principal North Collins CSD 2045 School Street North Collins, NY 14111 kbuell@northcollinscsd.org (716) 337-0101 x2150	Faculty Meetings Data Analysis
Jinelle Burger	Director of Student Services North Collins CSD 2045 School Street North Collins, NY 14111 jburger@northcollinscsd.org (716) 337-0101 x2153	Special Education Updates Goal Setting CPI
Kelli McCormack	TOSA for Curriculum, Instruction, and Assessment North Collins CSD 2045 School Street North Collins, NY 14111 kmccormack@northcollinscsd.org (716) 337-0166 ext. 2106	District Comprehensive Improvement Plan School Comprehensive Educational Plan Reading Instruction Training Data Driven Instruction
Scott Kaplan	TOSA - Technology Integrator North Collins CSD 2045 School Street North Collins, NY 14111 skaplan@northcollinscsd.org (716)-337-0166 ext. 2006	Google Workspace for Education Training PowerSchool Training Mentoring Program

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Elizabeth Davidson	Staff Development Specialist Erie 2 BOCES edavidson@e2ccb.org 8685 Erie Road Angola, New York 14006 Phone: (716) 549-4454	Project Based Learning MTSS
This plan and list of service providers will be amended and updated to the NYSED in the event additional service providers are needed to provide professional development for SY 2022-2023.		

Provisions for School Violence Prevention and Intervention

The North Collins Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to: study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

On a periodic basis, and as part of newly required training regarding the aforementioned warning signs, the North Collins Central School District will provide refresher training and updates to faculty and staff.

Provisions for Mentoring Program

The North Collins Central School District **Mentoring Program** is guided by the members of the Educational Advisory Committee (EAC) and facilitated by our Mentor Program Liaison.

Per The North Collins Central School District **Mentoring Plan**, NCCSD believes in helping new teachers make a smooth transition into teaching by supporting participation in a Mentor Program that teams a new teacher (mentee) with a professional teacher (mentor). All first year teachers must participate in the mentoring program as a component of the Professional Development Plan to support their recruitment and retention. This mentoring process ensures that the mentee

teacher's first year experience includes guidance, support, orientation to both the workplace and the culture of the community, and professional and career development opportunities.

District Administration supports the Mentoring Program through assisting with mentor teacher selection, providing resources, funding for training and professional development opportunities, and teacher/classroom coverage when needed. Building principals will also facilitate the "No Fault Easy Out" policy should the mentor/mentee relationship become troubled.

Mentoring Length of Service: All new teachers will have a mentored experience in their first year of teaching at NCCSD. Additional mentoring after the one year period will be at the discretion of the building principal.

Mentor Program Assessment: An anonymous evaluation will be completed via Google Forms by both the mentor and mentee in January and again in June for the purpose of accountability and program improvement. Results are compiled into a spreadsheet and shared with the Educational Advisor Committee (EAC) and Board of Education.

Mentor Program Revisions: Changes/improvements are driven through feedback generated by the aforementioned program assessment.

Mentor Candidates must be tenured, hold permanent certification, have a minimum of five years teaching experience, and submit a **Mentor Application** [updated annually]. In addition, mentors must be rated effective or highly effective, willing to set aside time to meet with their mentee, and maintain records to assist with their development. Mentor candidates are expected to be a master in organizing subject matter, planning lessons, sharing school philosophy and methodology, have knowledge of current NYSED Learning Standards, and integrate technology into the classroom.

CTLE Hours for Mentor: Per NYSED effective December 31, 2019 (not retroactive), North Collins CSD will allow educators acting as a mentor to a new classroom teacher as part of a school district's mentoring program to credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Note: No CTLE hours are offered for mentees in a mentoring program, as mentoring is considered training mandated for employment for mentees.

Basic provisions of the Mentoring Plan include the following roles and responsibilities:

The **Mentor Liaison** will:

- Distribute and collect mentor applications
- Communicate status of mentoring program
- Determine needs for following year
- Administer, collect, and disseminate biannual (Jan. and June) anonymous evaluations of the program to administration/committee
- Work with the mentor/mentee teacher to ensure compliance with mentor plan

The **Mentor Committee** will:

- Review mentor applications
- Make recommendations regarding mentor appointments and mentor-mentee pairings
- Review and change mentoring assignments as necessary
- Determine the length of mentee placement in the North Collins Central School District mentor program, based on input from the mentor, mentee, and administration

New Teacher Mentor Training: Approved mentors will undergo a rigorous training program through Erie 2 Chautauqua-Cattaraugus BOCES Integrated Education Services. This three day/18 hour workshop will include all the requirements of mentoring and mentoring essentials.

The elements of this workshop align to New York State:

- Teaching Standards (Danielson Framework)
 - 1a: Demonstrating Knowledge of Content and Pedagogy
 - 4e: Growing and Developing Professionally
- Leadership Standards
 - Standard 7: Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Mentor/Mentee Activities include, but are not limited to:

- Mentor will observe mentee lessons, collect data during the observation and share and discuss it with the mentee teacher for non-evaluative purposes.
- Mentor will assist the mentee teacher in setting and meeting realistic goals and reassessing these goals as necessary.
- Mentor and mentee will have scheduled structured meeting times throughout the school year. The mentor will:

- Keep a **Contact Log** that includes a written record of assistance provided to a mentee. This will keep track of interactions and growth. Each meeting log will include the date, a brief description of activity or discussion, outcome/learning growth, and length of the meeting.
- A minimum of 30 hours over the school year is required.
- Mentor/mentee may participate in workshops related to the development of new teachers, which may include NYS Assessment scoring, use of instructional resources (i.e. BOCES Science Kits), and/or specific instructional strategies.
- Completion of an **Activity Checklist** of discussion topics, including, but not limited to: school community/culture school procedures, teaching styles/techniques, special education, PD/Growth, etc.

Provisions for Teachers Certified in Bilingual/English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

As a District with fewer than 30 (or < 5%) enrolled English language learners, the North Collins Central School District does not employ certified Bilingual/ELL teachers.

The North Collins School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education Resource Network to fulfill these requirements for any enrolled K-12 ELL student.