

SAUQUOIT VALLEY CENTRAL SCHOOL DISTRICT

Organizational Professional Learning Plan 2021-2026

District Name: Sauquoit Valley Central School District

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Mission Statement: Our mission is to ensure that each student will become a life-long learner and responsible citizen in an ever-changing world.

Vision Statement: The District fosters collaboration within the district. Everyone works professionally and cooperatively to ensure the academic, personal, and vocational success of all students. The Sauquoit Valley Central School District community engages in a variety of planning and learning experiences resulting in high achieving, well-rounded children who are prepared for the future. The District provides a safe, supportive environment that embraces continuous improvement, celebrates its success, and serves as a source of pride for all.

Introduction

The Sauquoit Valley Central School District is a rural school district serving approximately 950 students PreK-12. We are a district focused on preparing students to excel in an ever-changing world. The mission of the Sauquoit Valley Central School District is to ensure that each student will become a life-long learner and a responsible citizen in an ever-changing world. We are committed to a culture of personal attention, positive relationships, and an innovative climate for learning. The highly dedicated and capable staff includes teachers, other professionals, and supplementary school personnel trained in current best practices.

All teachers and teaching assistants are expected to remain current in their knowledge of content, curriculum, and pedagogy. This Professional Learning Plan (PLP) describes: the goals of the district's PLP, the mentor program for improving student learning, and how this district will address the state mandate of professional development for all affected instructional staff.

The New York State Learning Standards, including the Next Generation and Common Core Learning Standards, and New York State Assessments provide guidance in measuring student achievement and ongoing curriculum development. This plan, aligned with our strategic plan, will drive the continuous professional learning planning cycle. Collaboration and information from our stakeholders (Board of Education, district leaders, teachers, parents, students, higher education, the workforce, and available professional research) will also be relied upon to design appropriate professional learning. The Professional Learning Team will annually assess this plan and ensure that areas of weakness are addressed. This team will also work to prioritize district efforts based on the most current data. The district's mission, goals, and objectives, along with student and teacher needs, will determine the plan priorities.

The Professional Learning Committee at Sauquoit Valley will be represented by members of the teacher's association and administration. This committee will assist in developing an agenda for all in-service days throughout the school year.

Professional Learning Committee Team

Name	Title
Jamie Leigh Accordino	Teacher
Noelle Arcuri	Director of Special Education
Michelle Babbie	SVTA Union President
Nicole Clarke	Teacher
Michael Flagg	HS Principal
Keith Kempney	Technology Coordinator/Teacher
Pete Madden	MS Principal
Mark Putnam	ES Principal
Brian Read	Director of Instructional Services
Sara Reale	Teacher
David Stayton	Superintendent

New York State Department Regulations and Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher and 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 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.

The Sauquoit Valley Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, training, and professional learning 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.

Philosophy

Professional learning at Sauquoit Valley Central School is a vital component of our commitment to the staff and students. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to staff is designed to meet the needs of the district and individual buildings, progress across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Learning Standards:

<http://www.nysed.gov/educator-quality/professional-learning-and-growth>

1. **Designing Professional Learning:** Professional learning 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 learning 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 learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. **Collaboration:** Professional learning ensures that educators have the knowledge, skills, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional learning ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Learning Goals

Goal 1: The SVCSD will provide the opportunities, resources, and support to engage each student academically with the focus of exceeding district and state standards, but also ensuring that each student maximizes their abilities.

Objectives:

1. The district will provide a rigorous curriculum that meets the needs of all students. Curriculum will incorporate technology and will focus on the development of strong social/emotional skills.
2. The district will align all assessments with the curriculum to measure growth and progress of each student. Assessments and homework will be relevant and provide data to drive instruction and remediation.
3. The district will provide staff with meaningful professional development that enhances each content area.

Goal 2: The SVCSD will engage students' curiosity, interest, and passion for learning using various strategies to affect their intellectual, physical, social and emotional well-being.

Objective:

1. The district will embrace student centered learning practices and engage students through mutual respect and awareness.

Goal 3: The SVCSD will provide rich and meaningful opportunities for civic learning and democratic engagement throughout the district; combined with enhancing the well-being of each student to foster community responsibility.

Objective:

1. The district will create opportunities to broaden student experience beyond the classroom walls.

Goal 4: The SVCSD will design and improve technology use/integration across all grade levels and content areas.

Objectives:

1. The district will provide technical training and support to staff so that they may effectively utilize technology currently available (i.e. troubleshooting, equipment issues, programs, etc.)

2. The district will provide training in various programs and internet resources, with a focus on classroom/content area integration.
3. The district will use technology in the classroom to promote 21st Century learning skills and differentiate instruction for all learners.
4. The district will utilize instructional technology coaches to research and lead professional learning in the area of instructional technology.
5. The district will provide technology instruction to equip students with essential skills such as typing, navigating the internet and organizing information utilizing the Google platform.

Implementation Plan

Goal 1: The SVCSD will provide the opportunities, resources, and support to engage each student academically with the focus of exceeding district and state standards, but also ensuring that each student maximizes their abilities.

Objective 1: The district will provide a rigorous curriculum that meets the needs of all students. Curriculum will incorporate technology and will focus on the development of strong social/emotional skills.

Activities	Evidence	Responsibility	Timeline
Identify current strengths and challenges regarding differentiated, responsive instruction in each classroom	Discussion at Department meetings; increase frequency of K-12 dept. meetings -Administrator Meetings -Grade Level Meetings -MTSS Meetings	District Administrators Classroom Educators	July 1, 2022 to June 30, 2025
Continue to analyze current New York State Standards in all core subject areas. Grade levels and departments will continue to meet to review current practices and utilize data to make responsive changes	Discussion at Department meetings -Administrator Meetings -Grade Level Meetings -MTSS Meetings	District Administrators Classroom Educators Content Area Coordinators (CAC) OHM BOCES	July 1, 2022 to June 30, 2025
Determine next steps with teachers/ reflection of strengths and further areas of need after initial PD offerings (including areas for revisions in curriculum and	Post Conference meetings Agendas	District Professional Development Committee Grade Level Meetings CAC Meetings	July 1, 2022 to June 30, 2025

assessment)			
Continue to provide PD opportunities for Title I and ENL specialists in differentiated, responsive instruction.	Agendas Title I and ENL meetings	OHM BOCES Superintendent's Conference Day District Administrators	July 1, 2022 to June 30, 2025
Explore NYSED SEL benchmarks and work on the outcomes we want students to have at the end of K-4, 5-8, 9-12.	SEL Framework document	District Counseling Department District Administrators Classroom Educators	July 1, 2022 to June 30, 2025
Cultivate outcomes reflective of NYSED SEL benchmarks for K-4, 5-8, 9-12 for implementation.	SEL Framework document	District Counseling Department District Administrators Classroom Educators	July 1, 2022 to June 30, 2025
Tech: Continue to explore and pilot technology platforms and software that support differentiation and access for education	Agendas Work with technology department Core Program utilization (i.e. Reading Program; digital platform)	Instructional Coaches District Administrators Classroom educators	July 1, 2022 to June 30, 2025

Objective 2: The district will align all assessments with curriculum to measure growth and progress of each student. Assessments and homework will be relevant and provide data to drive instruction and remediation.

Activities	Evidence	Responsibility	Timeline
Continue to utilize diagnostic assessments to inform instruction (DIBELS 8, Math Bridges, etc.)	Data collection results (BOY, MOY, EOY)	District Administrators Title I coordinators Classroom educators	July 1, 2022 to June 30, 2025
Continue to analyze summative data (i.e. Regents, 3-8 NYS assessments)	Results sent from NYSED	District Administrators Classroom Educators	July 1, 2022 to June 30, 2025
Utilize common benchmark or formative assessments at grade levels or departments	Collect results and analyze	District Administrators Classroom Educators	July 1, 2022 to June 30, 2025
Implement project-based assessments and other practices from Grading for Equity	Collect results and analyze	District Administrators Classroom Educators	July 1, 2024 to June 30, 2025

Objective 3: The district will provide staff with meaningful professional development that enhances each content area.

Activities	Evidence	Responsibility	Timeline
Provide PD for content area teachers around NGLS	Faculty Meetings Superintendent Conference Days	District Administrators OHM BOCES PD Community Teacher Leaders	July 1, 2022 to June 30, 2025
Provide PD for reading/writing strategies	Implementation of CKLA curricula, including K-12 collaboration	District Administrators Classroom educators	July 1, 2024 to June 30, 2025
Continue to activate the district professional development committee	Agendas Feedback from educators/administrators	District PD Committee	July 1, 2022 to June 30, 2025
Tech: Highlight best practices in using technology to differentiate instruction	Faculty and Staff Surveys Agendas PD schedule	Instructional Coaches District Administrators Classroom educators	July 1, 2022 to June 30, 2025
Tech: Continue to provide professional development on the use of technical equipment and accompanying software (e.g. Display boards, document camera, etc.)	Faculty and Staff Surveys Agendas PD schedule	Instructional Coaches District Administrators Classroom educators	July 1, 2022 to June 30, 2025

Goal 2: The SVCSD will engage students' curiosity, interest and passion for learning using various strategies to affect their intellectual, physical, social and emotional well-being.

Objective: The district will embrace student centered learning practices and engage students through mutual respect and awareness.

Activities	Evidence	Responsibility	Timeline
Continued pursuit of methods to develop student centered learning practices related to individual content areas across district	Attending district and regional sessions to learn of opportunities to supplement curricula with these types of resources/activities	All instructional staff; BOCES professional learning staff	July 1, 2022 to June 30, 2025
Provide PD with content specific strategies and activities to increase student engagement.	Faculty Meetings Superintendent Conference Days	District Administrators OHM BOCES PD Community Teacher Leaders	July 1, 2024 to June 30, 2025
Continued facilitation of student interests/career path development	Guidance/counseling department attends meetings with regional professionals regarding state counseling standards surrounding career planning	Administration, guidance and counseling staff; BOCES providers	July 1, 2022 to June 30, 2025
Continued pursuit of facilitating student social/emotional skill development	Guidance/counseling department attends meetings with regional professionals regarding state counseling standards surround	Administration, guidance and counseling staff; BOCES providers	July 1, 2022 to June 30, 2025

	social/emotional learning standards		
Continued pursuit of fostering positive social emotional learning environment	Training: Jodi Kapes "Crisis/Suicide training"	Administration, guidance and counseling staff	July 1, 2022 to June 30, 2025
District development of character education plan K-12	Positivity Project	All instructional staff	July 1, 2022 to June 30, 2025
Continued pursuit of opportunities to incorporate guest speakers to develop social and emotional well being.	Presentations: ex: "Effects of Technology on Children"- speaker; Teddy Bear Clinic	Administration, guidance and counseling staff	July 1, 2022 to June 30, 2025

Goal 3: The SVCSD will provide rich and meaningful opportunities for civic learning and democratic engagement throughout the district; combined with enhancing the well-being of each student to foster community responsibility.

Objective: The district will create opportunities to broaden student experience beyond the classroom walls.

Activities	Evidence	Responsibility	Timeline
Continued pursuit of opportunities to incorporate guest speakers and community-based resources/activities (professional, government, service, etc.) into curricula	Attending regional sessions to learn of opportunities to supplement curricula with these types of resources/activities (ex: Consider the Source training on 3/17/23)	All instructional staff; BOCES professional learning staff	July 1, 2022 to June 30, 2025
Continued collaboration with the School and Business Alliance to learn how we can modify our curricula to incorporate the knowledge/skills that local and national employers are seeking	Meetings between our instructional staff and SABA representatives and/or regional industry professionals	Administration and counseling staff; SABA representatives; instructional staff	July 1, 2022 to June 30, 2025
Transition plan training for special education teachers (helping students develop skills to reach career/adult living goals)	Completion of training; updated transition plans	Director of Pupil Personnel Services; special education teachers; BOCES professional learning staff	July 1, 2022 to June 30, 2025
Research the Seal of Civic Readiness; consider	Attending regional meetings and organizing local	HS administration; social studies teachers; possibly	July 1, 2022 to June 30, 2025 Con't to pg. 15

<p>developing and implementing a plan to offer the Seal to seniors; includes incorporation of project-based learning opportunities</p>	<p>meetings to consider this option; likely to include project-based learning training</p>	<p>other instructional staff</p>	<p>*Research in 2022-2023; consider offering Seal in future years</p>
<p>Incorporate opportunities for civic learning and democratic engagement into extracurricular activities, when possible</p>	<p>Attending regional sessions to learn of opportunities to incorporate civic learning and/or democratic engagement (ex: Colgate Seminar)</p>	<p>Extracurricular advisors</p>	<p>July 1, 2022 to June 30, 2025</p>

Goal 4: Design and improve technology use/integration across all grade levels and content areas.

Objective 1: Provide technical training and support to staff so that they may effectively utilize technology currently available (i.e. troubleshooting, equipment issues, programs, etc.)

Activities	Evidence	Responsibility	Timeline
Review and update computer technology plan	District and building level technology meetings	District Administration District Technology Coordinator Technology Committee	July 1, 2022 to June 30, 2025
Professional learning on programs and products that can be used in instructional technology and on basic computer maintenance	District led training sessions	District Administration District Technology Coordinator Instructional Coaches	July 1, 2022 to June 30, 2025
Meet with BOCES Informational Technology Personnel to learn about new developments in instructional technology	Ongoing conferences OHM BOCES workshop attendance	District Administration District Technology Coordinator Instructional Coaches	July 1, 2022 to June 30, 2025
Revise expectations for staff in terms of program usage and instructional integration	Technology Committee meeting agendas Professional Development Committee meeting	District Administration District Technology Coordinator Professional	July 1, 2022 to June 30, 2025

	agendas	Development Committee Instructional Coaches	
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Objective 2: Provide training in various programs and internet resources, with a focus on classroom/content area integration.

Activities	Evidence	Responsibility	Timeline
Professional learning opportunities to promote innovation in the classroom through technology integration in instructional practices and student use of technology	Conference/ workshop attendance MyLearningPlan Meeting Agendas	OHM BOCES District Administration Technology Coaches Instructional Staff	July 1, 2022 to June 30, 2025
Research new technologies, programs and apps that enhance student learning in the classroom	Conference/ workshop attendance MyLearningPlan Meeting Agendas	OHM BOCES District Administration Technology Coaches Instructional Staff	July 1, 2022 to June 30, 2025
Provide PD on the use of artificial intelligence (AI)	District led training sessions	District Administration District Technology Coordinator Instructional Coaches	July 1, 2024 to June 30, 2025

Objective 3: Use technology in the classroom to promote 21st Century learning skills and differentiate instruction for all learners.

Activities	Evidence	Responsibility	Timeline
Student activities incorporating new technology Use of Interactive Flat Panels Use of new software/programs and apps	Classroom Observation Post Conference MyLearningPlan Meeting Agendas	Instructional Staff	July 1, 2022 to June 30, 2025

Objective 4: Utilize instructional technology coaches to research and lead professional learning in the area of instructional technology.

Activities	Evidence	Responsibility	Timeline
Instructional staff trainings at staff meetings Training opportunities at Superintendent's conference days Department/Team Meeting training opportunities	Superintendent's Conference Day Agendas MyLearningPlan Staff Meeting Agendas Team Meeting Notes	District Administration Professional Development Committee Technology Committee Instructional Coaches Instructional Staff	July 1, 2022 to June 30, 2025

Provisions for Acceptable CTLE Activities

Opportunities to complete 100 CTLE hours for professional learning activities will be awarded in accordance to the standards established by Subpart 80-6 of Commissioner's Regulations. ***The district does not offer CTLE credit for unacceptable activities.*** The criteria for the awarding of acceptable CTLE credit is as follows:

- Any activity that falls within the content area of an educator's certification;
- Any activity that enhances an educator's pedagogy; and
- Any activity relevant to language acquisition for English Language Learners;
- Beginning in the 2022-23 school year, mentor teachers will be able to receive CTLE hours for their work with newly hired first time classroom teachers. Such mentors shall be eligible for up to thirty (30) CTLE hours within each five year registration period for acceptable CTLE activities related to mentoring.

Provisions for Mentoring Program

The Sauquoit Valley Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Sauquoit Valley Central School holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

A teacher acting as a mentor to a new teacher in the classroom teaching service will be eligible for CTLE credit for up to 30 hours of such time toward their CTLE requirement in each five-year registration period.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	See Appendix B
Role of the Mentors	See Appendix B
Preparation of Mentors	See Appendix B
Types of Mentoring Activities	See Appendix B
Time Allotted for Mentoring	See Appendix B

Provisions for Annual Mandatory School Trainings:

Sauquoit Valley Central School is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention, child abuse recognition and DASA. Prior to the start of each school year, all instructional staff complete the following required trainings as sponsored by our BOCES Safety Office:

- Emergency Management/Emergency Response (SHELL)
- Mental Health Awareness
- Sexual Harassment: Staff to Staff
- Equal Opportunity/Sexual Harassment
- Right to Know
- Dignity For All Students Act
- Fire Safety
- Workplace Violence Prevention

Upon request or determination of necessity, Sauquoit Valley Central School will provide refreshers on the above noted and other training outside of the required annual refreshers. ***The aforementioned mandatory training is not eligible for CTLE credit.***

Provisions for Teachers Certified in Bilingual and 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.

Sauquoit Valley Central School will work with the Oneida-Herkimer-Madison BOCES to utilize the expertise and training provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

For all other faculty and staff, Sauquoit Valley Central School will apply for an exemption from the professional learning requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Sauquoit Valley Central School total student population as of such date as established by the commissioner.*

Maintenance of CTLE Records

Note: This section does not apply to teachers who hold permanent certification.

Teachers with professional certificates must complete 100 hours of professional learning/CTLE every five years in order to continue to hold certification and teach in New York State. The first professional learning period begins July 1 following the effective date of the certificate.

The District will annually provide opportunities for instructional staff to engage in high-quality professional learning. Many of these activities are eligible to obtain CTLE credit towards the 100 hour requirement as set forth by the NYSED. NYSED defines eligible CTLE opportunities as follows:

- Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills;
- Targeted at improving student performance;
- Including but not limited to formal CTLE activities (activities that promote the professionalization of teaching and educational leadership);
- Activities closely aligned to District goals for student performance and engagement.

Each school year, hours to meet the 100 hour professional learning requirement may include:

- Four Superintendent Conference Days: A variety of opportunities will be available provide eligible CTLE credit;
- Workshops, conferences, in-service offerings and technology integration opportunities;
- Online courses and webinars (i.e. NYSUT professional learning opportunities)
- Release time during the school day for curriculum and assessment work, data analysis, and professional learning communities (content area and grade level).

CTLE providers frequently used by the Sauquoit Valley Central School District:

- Sauquoit Valley Central School
- Oneida-Herkimer-Madison BOCES
- Madison-Oneida Regional Information Center
- Center State Teacher Center
- R-BERN

Tracking of Hours:

It is incumbent of each individual professional certificate holder to maintain their own recordkeeping to document their 100 hours ([Sample Recordkeeping Form](#))

As an approved sponsor of CTLE, the Sauquoit Valley Central School District will maintain records of CTLE provided by the District as required by NYSED. Upon completion of CTLE activities sponsored by the District, the District will provide all applicable educators with a NYSED approved CTLE certificate. All records of CTLE opportunities will be maintained on

the District's Frontline (My Learning Plan) platform or similar platform to track professional learning activities within the District. Any CTLE activities completed outside of the District will be recorded by the individual certificate holder and will not be the responsibility of the District to record. If CTLE provider does not have an approved CTLE certificate, educator may use form provided by the State documenting the CTLE hours ([Completion of Approved CTLE Hour\(s\) Certificate](#))As per NYSED guidelines, all records will be maintained at least eight (8) years from the date of CTLE activity.

Appendix A

List of anticipated workshop topics, training, and consultants to be offered and/or utilized during the 2022-2025 school years which will be available across the Sauquoit Valley Central School District where CTLE credit will be awarded.

Topic	Organization/Consultant Provider	Consultants
Adobe	Oneida-Herkimer-Madison BOCES	
Annual Prof. Perf. Review (APPR)	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Programs & Prof. Learning
Art	Oneida-Herkimer-Madison BOCES	Munson Williams Proctor Arts Institute
Bilingual	Oneida-Herkimer-Madison BOCES	Regional Bilingual Education Resource Network
Character Education	Sauquoit Valley CS Oneida-Herkimer-Madison BOCES	Positivity Project
Coaching (Instructional)	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Programs & Prof. Learning Instructional Technology Coaches
Consider the Source	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning
Co-Teaching (Integrated)	Sauquoit Valley CS	
Curriculum Mapping/Alignment	Sauquoit Valley CS	
Data Analysis	Sauquoit Valley CS	Madison-Oneida Reg. Info. Center
Differentiation	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning.
Diversity, Equity, & Inclusion	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning. NYSUT
ELA Curriculum/Assessment	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning
ELL (CR154)	Oneida-Herkimer-Madison BOCES	Regional Bilingual Education Resource Network
Guidance Counselors	Oneida-Herkimer-Madison BOCES	NYSED
Instructional Best Practice	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning
Interdisciplinary Collaboration	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Programs & Prof. Learning
Leadership	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning Syracuse Study Council
Librarians	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning Janice Murray
Library Science	Oneida-Herkimer-Madison BOCES	
Literacy	Oneida-Herkimer-Madison BOCES	
Manufacturing and Engineering	Oneida-Herkimer-Madison BOCES	SABA
Fine Arts	Oneida-Herkimer-Madison BOCES	Arts in Education
Lang. Other Than English (LOTE)	Oneida-Herkimer-Madison BOCES	World Languages Network R-BERN
Math Curriculum/Assess.	Oneida-Herkimer-Madison BOCES	Math Modules

	Sauquoit Valley CS	
McKinney-Vento	Oneida-Herkimer-Madison BOCES	
MTSS	Oneida-Herkimer-Madison BOCES	
Music	Oneida-Herkimer-Madison BOCES	Munson Williams Proctor Institute
My Learning Plan (Frontline)	Oneida-Herkimer-Madison BOCES	
New Teacher Mentoring	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning Frontline
NYSAA	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	NYSUT
NYSUT Prof. Learning Opportunities	Sauquoit Valley CS	NYSUT
Online Learning	Oneida-Herkimer-Madison BOCES	
Positive Behavioral Intervention Services	Oneida-Herkimer-Madison BOCES	
Professional Learning Communities	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Programs & Prof. Learning Kevin Healy
Physical Education	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Fit Kids, Fit Futures, NYSAPERD
Poverty	Oneida-Herkimer-Madison BOCES	
Principal Evaluation	Oneida-Herkimer-Madison BOCES NYS Teacher Centers	Marshall, Multidimensional Principal Performance Rubric
Project Based Learning	Oneida-Herkimer-Madison BOCES	Trevor Muir
Reading Series (Reading Street)	Oneida-Herkimer-Madison BOCES Onondaga-Cortland-Madison BOCES	Reading League
Regional Scoring (3-8 Testing, Regents)	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning
Research Strategies	Sauquoit Valley CS	
Resiliency	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning.
School Counseling	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning. MVCC
School Psychologists	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	
School Safety	Oneida-Herkimer-Madison BOCES	Safety Office
Science Curriculum/Assess.	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Instructional Support Services Programs & Prof. Learning
Social Studies Curriculum/Assess.	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Instructional Technology Programs & Prof. Learning
Social Emotional Learning	Oneida-Herkimer-Madison BOCES	Programs & Prof. Learning., Erin Gruwell (Freedom Writers)
Student Learning System (Buzz)	Oneida-Herkimer-Madison BOCES	Instructional Support Services Agilix
STEAM	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	
Technology Integration	Oneida-Herkimer-Madison BOCES	Instruction Support Services

	Sauquoit Valley CS	SVCSD Instr. Tech. Coaches
Writer's and Reader's Workshop	Oneida-Herkimer-Madison BOCES Sauquoit Valley CS	Reading League, Carl Anderson

Appendix B:

MENTOR TEACHING and LEAD TEACHING PROGRAM GUIDELINES

The Mentor Teaching and Lead Teaching Program is designed to assist any teacher who is new to the District. Teachers in their first year of professional teaching will be assigned an experienced staff member as a Mentor Teacher as per the New York State Education Department regulations. Teachers who are past their first year of professional teaching, but are new to the District, will be assigned an experienced teacher as a Lead Teacher who will assist in a manner similar to a Mentor Teacher.

Mentor & Lead Teacher Qualifications

- Tenured and/or with at least five years of classroom experience.
- Demonstrated understanding of District's, as well as their building's workplace culture, community, policies and procedures.
- Welcoming role models who can ease the new teacher's transition to their new role.
- Demonstrated mastery of pedagogical skills and content knowledge.
- Demonstrated effective interpersonal, written and oral communication skills.
- Demonstrated effective use of instructional technology.
- Positive, enthusiastic attitude.
- Possess positive interpersonal relationship qualities.

Selection of Mentor and Lead Teacher Candidates

1. As part of the hiring selection process for each new teacher, the members of the hiring selection committee [a committee of school professionals selected by the Building Principal and to include a representative from the Teachers Association], will identify a nominee or nominees to serve as the Mentor or Lead Teacher for the incoming teacher and make a recommendation to the Superintendent.
2. Final approval for the selection of the Mentor or Lead Teacher will be the responsibility of the Superintendent.
3. A standing committee will meet annually in March to review the program's effectiveness. The committee shall consist of school professionals jointly recommended by the Superintendent and the Teachers' Association to include:
 - Building Principals

- Representative from the Teachers' Association
- One teacher from each building

4. A teacher will be assigned only one mentee.

Role of Mentor and Lead Teachers

- To provide guidance and support to the new teacher.
- To ease the transition into the practice of teaching and to enhance the new teachers' skills to improve student learning.

1. Mentor and Lead Teacher Activities - shall include, but not be limited to:

- modeling instruction for the new teacher
- observing instruction
- instructional planning with the new teacher
- peer coaching
- share teaching and classroom management techniques, as well as the use and application of instructional technology
- facilitate interaction with colleagues
- curriculum review
- orienting the new teacher to the school culture

2. Other activities - to include, but not be limited to:

- Mentor or Lead Teacher/new teacher meeting, at a minimum, bi-weekly solely for the purpose of mentoring or lead teaching. Interactions should be recorded on the mentoring/lead teaching log provided.
- Mentor or Lead Teacher will be available to offer support and guidance to the new teacher

3. The Mentor Teacher will perform four classroom observations of at least a period in length (approximately 40 minutes). Two of these observations will take place prior to January 15th and two will take place after January 15th. The Lead Teacher will perform two classroom observations of at least a period in length (approximately 40 minutes); one before January 15th and one after January 15th. These observations will include pre and post observation meetings.

4. The Mentor Teacher or Lead Teacher will meet with their assigned mentee as part of the New Teacher Orientation that is typically held in the summer. They shall receive additional compensation for attending as specified in the Teachers' Association contract.

Mentor Teacher and Lead Teacher Training

- Mentor Teacher and Lead Teacher preparation activities will be delivered to the Lead Teacher as a formal course of preparation offered as part of the BOCES Mentor Program, or other similar program.
- Mentor Teacher and Lead Teachers will receive in-service credit for Summer training through BOCES.
- Mentor Teacher and Lead Teacher training activities can be used to fulfill continuing professional development requirements for maintenance of professional certification.
- Mentor Teacher and Lead Teacher training shall include, but not be limited to, the following activities: theory and adult training, theory of teacher development, elements of a lead teacher relationship, peer coaching techniques and time management methodologies.

Time Allotment for Mentor & Lead Teachers

1. Mentor Teachers - A total of four instructional days in release time may be used, per assigned teacher and Mentor Teacher, during the school year for the teacher mentoring program. The four (4) instructional days of release time may be scheduled in either half or full-day segments.
2. Lead Teachers - A total of two (2) instructional days in release time may be used, per assigned teacher and Lead Teacher, during the school year for the teacher either half or full-day segments.
3. The purpose of the release time is to allow new teachers and the assigned Mentor Teachers or Lead Teachers to participate in activities such as: classroom observations, attendance at workshops, lesson planning and materials preparation, consultation with administrators or other resource people.
4. Teachers requiring substitute teaching coverage will follow district procedures for securing a substitute teacher.
5. The district recognizes that a common planning time is desirable. The district will make every effort to schedule a common planning time for the Mentor Teacher/Lead Teacher and new teacher.

Compensation

A stipend will be paid to Mentor Teachers and Lead Teachers, including additional compensation during the summer for New Teacher Orientation/Curriculum Development, as set by the Sauquoit Valley Teachers' Association Contract.

CTLE Approved Hours

A teacher acting as a mentor to a new teacher in the classroom will be eligible to accrue up to 30 hours of such time toward their CTLE requirement in each five-year registration period.

STATEMENT OF CONFIDENTIALITY

The district is prohibited from using information obtained by a Mentor Teacher or Lead Teacher through their interaction with a new teacher for evaluation or discipline of that teacher: unless withholding such information poses a danger to the life, health or safety of an individual, including students and staff; unless the information indicates that the new teacher has been convicted of a crime or has committed an act which calls into question the teacher's moral character; or unless the district has entered into a collective bargaining agreement that provides that the information obtained by the Mentor Teacher or Lead Teacher through interaction with the new teacher while engaged in mentoring activities of the program may be used for evaluating or disciplining the new teacher.

(Date)

Chief School Administrator
Sauquoit Valley Central School

(Date)

President
Sauquoit Valley Teachers Association