Baldwinsville
Central School District
Build - Educate - Empower

Professional Learning Plan

JULY 1, 2023 – JUNE 30, 2026

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PLANNING FOR EXCELLENCE

Meeting the Challenge of Higher Standards Through Continuous Lifelong Learning

Board of Education Approval Dates

- Initially Approved by Board of Education on Monday, October 3, 2016
- Updated and Approved by the Board of Education on Monday, June 19, 2017
- Updated and Approved by the Board of Education on Monday, June 18, 2018
- Updated and Approved by the Board of Education on Monday, June 17, 2019
- Updated and Approved by the Board of Education on Monday, June 22, 2020
- Updated and Approved by the Board of Education on Monday, June 21, 2021
- Updated and Approved by the Board of Education on Monday, June 27, 2022
- Updated and Approved by the Board of Education on Monday, June 5, 2023

SECTION 1: INTRODUCTION

This Professional Learning Plan for the Baldwinsville Central School District describes a vision for adult learning that is collaborative, continuous, job-embedded, and focused on improving student achievement so that all learners, both student and adult, reach their full potential. This collaborative model builds on the successful instructional practices and strategies that are used in the school district. As a school district, we are committed to strengthening a collaborative culture that supports lifelong learning.

This document serves as a guide for fulfilling our Mission, Vision, and Strategic Goals by ensuring the delivery of high quality professional development that is centered on improving instructional practice and student performance.

MISSION STATEMENT
Provide every student with the educational experiences and opportunities that will foster the full development of his or her potential.

VISION STATEMENT
Through a cooperative effort of the total community, we will create an environment that inspires a desire for lifelong learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential.

WE BELIEVE
It is the responsibility of all members of the educational community including: students, parents, teachers, administrators, support professionals and community groups to dedicate themselves to providing a healthy, safe learning environment where each student can reach his or her full potential.

All members of the educational community including: students, parents, teachers, administrators, support professionals and community groups support differentiated instructional strategies to accommodate the diverse learning needs of students so they may achieve their full potential. The role of the school district is to support and provide the appropriate accommodations for diverse learning styles.

All students deserve the best efforts of all members of the school community including students, parents, teachers, administrators, support professionals and community groups. The role of the school district is to ensure those best efforts.

All students should put forth their best efforts in the pursuit of their education. The role of the school district is to help every student understand the importance of education and develop high expectations for their educational experience.

There is a core of knowledge and understanding that all graduates must have in order to live productive and responsible lives as citizens in the community. The role of the school district is to ensure that every graduate possesses that core of knowledge and understanding.

The graduates must have an academic background that prepares them for success in whatever career path they choose to follow. The role of the school district is to provide every graduate with a strong academic background.

Every student possesses unique talents and abilities. The role of the school district is to identify and develop those talents and abilities to their fullest. Graduates should have an appreciation and understanding of their own talents and abilities so that they may pursue their goals with confidence. The role of the school district is to develop that appreciation and understanding in every graduate.

SECTION 2: SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN

District Name :   Baldwinsville Central School District
Beds Code: 420901060000
Superintendent: Dr. Joseph M. DeBarbieri, Superintendent of Schools
Address: 29 E. Oneida Street, Baldwinsville, N.Y. 13027
Phone: (315) 638-6043 Ext. 9   FAX (315) 638-6041
CTLE Provider ID: 1010

2.1: PROFESSIONAL LEARNING TEAM COMPOSITION

Superintendent or Superintendent Designee	1
District Staff	3
Baldwinsville Association of Principals and Instructional Supervisors (BAPIS)	4
Baldwinsville Teachers' Association (BTA)	14
Baldwinsville Educational Support Professional Association (BESPA)	3
Baldwinsville Parent Teacher Association	2
Higher Education Representative	1
Baldwinsville Mentoring Coordinator/Learning Coaches	5

2.2 PROFESSIONAL LEARNING TEAM MEMBERSHIP

Superintendent's Designee	▪ Renee Burnett, *Asst. Supt. for Curriculum, Instruction, & Assessment*
District Staff	▪ Karrie LaMacchia, *Asst. Supt. for Student Services* ▪ Tony Cardamone, *Director of Elementary Education (K-6)* ▪ Danielle Nahorney, *Director of Academic Services & Accountability*
Baldwinsville Association of Principals and Instructional Supervisors (BAPIS)	▪ Alex Ewing, *Palmer Elementary School Principal* ▪ TBD, Secondary Principal ▪ RJ DeLisle, *Director of Technology/BAPIS President* ▪ Jennifer Sawyer, *Ray Middle School Assistant Principal*
Baldwinsville Teachers' Association (BTA)	▪ Elizabeth Chetney ▪ Michelle Robinson ▪ Mary Ellen Jurista ▪ Julie Butler ▪ Ericka Garcia ▪ Megan Wrench ▪ Kathryn DeBarbieri ▪ Colleen Dembs ▪ Amy Morgan ▪ Lucas Smith ▪ Heather Kowalski ▪ Christene Rolfe

	▪ Dan Hyland	▪ Victoria Sivers
Baldwinsville Educational Support Professional Association (BESPA)	▪ Jill Bouvier ▪ Patricia Speach ▪ TBD	
Parent Teacher Association	▪ Rae Ann Meriwether ▪ Theresa Stowell	
Higher Education Representative	▪ Thomas Bull, *Assistant Teaching Professor/Director of Field Relations, Syracuse University*	
Mentoring Coordinator/ Learning Coaches	▪ Julie Jones-Beckwith, *Mentoring Coordinator* ▪ Emily Castor ▪ Gabrielle Reimann-Czuy ▪ Jenna Wolken ▪ Eric Ziegler	

2.3 PROFESSIONAL DEVELOPMENT TEAM

The District Professional Learning Planning Team consists of thirty-three (33) members. This committee has representatives from all buildings and all stakeholder groups.

Scope of Professional Learning Team Responsibility:

The Professional Learning Team will collaborate on the following areas:
- ❏ Goal-Setting – aligned to Board of Education and District Long-Range Plan Goals
- ❏ Needs Analysis – based on student achievement data
- ❏ Planning and Development of research-based professional learning and activities
- ❏ Plan Implementation
- ❏ Evaluation and Modification of the Plan for annual Board of Education approval
- ❏ Resource Allocation
- ❏ Mentoring Program Coordination
- ❏ Development of the District Professional Learning Plan

2.4 PROFESSIONAL LEARNING PLANNING PROCESS

Change and growth require collective efforts. The Baldwinsville Central School District Professional Learning Plan promotes student achievement by aligning learning opportunities with the district's strategic goals. The professional learning planning process consists of the following steps:

1. **Identify School/District Goals and Objectives**

a. Review existing educational goals for state, district, schools
b. Analyze student achievement data: past, present, and projected trends
c. Diagnose areas of student need
d. Establish desired outcomes within the context of learning standards and district priorities

2. **Plan for Implementation of Goals and Objectives**
    a. Identify factors that lead to successful implementation
    b. Identify measures for professional learning activities
    c. Identify data sources and method for data collection
    d. Outline professional learning strategies and activities that address goals
    e. Identify sources of expertise to assist with identified goals
    f. Select professional learning content and process at all levels (district, school, team, department, classroom)
    g. Identify financial resources

3. **Implement Professional Learning Strategies**
    a. Integrate differentiated learning models that provide choice, sustained collaboration, and ongoing support
    b. Incorporate best practices across learning opportunities

4. **Monitor Progress**
    a. Keep records of PD implementation, participation, and feedback
    b. Administer feedback surveys
    c. Review feedback surveys
    d. Adjust plan and implementation as needed

2.5 NYSED PART 100.2 PROFESSIONAL LEARNING PLAN PURPOSE

The purpose of the Baldwinsville Professional Learning Plan is to improve the quality of teaching and learning by ensuring all teachers and staff members participate in substantial professional learning in order that they remain current with their profession and meet the learning needs of their students. This plan also ensures that holders of Level III teaching assistant certificates and substitute teachers who work on a long-term basis have the opportunity to participate in the professional learning program of the district. Finally, this plan recognizes that all teachers, teaching assistants and staff need to participate in professional learning to implement the best professional strategies to maximize student learning and success.

2.6 PROFESSIONAL LEARNING TIME ANALYSIS

The average number of hours a teacher will be involved with professional learning on an annual basis are listed in the chart below. This may include the planning, delivery, application and/or evaluation of professional learning activities.

	State Required Hours Over 5 Years	Average Hours Over Each Year	Hours Over the Term of the PLP
Teachers and Long Term Substitute Teachers	100	25	75
Teaching Assistants Level III	100	25	75

The District will provide professional learning on an annual basis through the following venues:
- Board of Education approved staff learning days during school hours
- Professional learning release time during school hours
- Professional learning opportunities after school hours
- Summer staff learning
- Out-of-district professional learning
- Professional Learning Committee sponsored conferences

2.7 PROFESSIONAL LEARNING RECORD RETENTION

The district will maintain a record of the professional development for all staff according to the State set guidelines on record retention and as defined in the 100.2 General School Requirements. Additionally, the certificate holder shall maintain his/her own record of completed professional learning. These records will include the following information: *program title, number of hours completed, sponsor's name, attendance verification, and date /location of program.* Prior to commencement of employment in an area of certification, employees are required to hold a Teaching Certificate in *School Violence Prevention and Intervention* and *Child Abuse Identification.*

2.8 PROFESSIONAL LEARNING PLAN NEED/DATA ANALYSIS

Below is a description of and articulation within and across grade levels of how the professional learning plan aligns with New York learning standards, assessments and student needs.

The Baldwinsville Central School district has developed a three-year long-range Professional Learning Plan that is reviewed annually by the District Professional Learning Team and approved annually by the Board of

Education. This plan aligns to the district's Strategic Plan and the Board of Education Goals. Our Professional Learning Plan will provide opportunities to increase and maintain knowledge and skills of best practices that lead to increasing student achievement by

- Providing training in creating a safe and healthy learning environment
- Fostering the full development of every staff member's educational experiences and opportunities
- Expanding the use of technology into classroom instruction

Below is a description of how the Professional Learning Plan is continuous, reflecting a multi-year approach to improve student performance.

The Baldwinsville Central School District has developed a multi-year long-range Professional Learning Plan. The 2023-2026 plan provides the support to ensure continued increased student achievement as designated in the district's Strategic Plan and Board of Education Goals.

NEEDS ASSESSMENT SOURCES

District and School Report Cards	BEDS Data
District and School Accountability Reports	Student Attendance Rate
Graduation Rate	Drop Out Rates
Regents Diploma/Advanced Designation Diploma Rates	Special Education Report (Chapter 655)
VADIR Report/DASA	Professional Learning Hours
Teacher Retention	APPR Data

2.9 NEW YORK STATE ENSURING CONSISTENT HIGH QUALITY PROFESSIONAL LEARNING

New York State's Professional Learning Standards provide a blueprint for high-quality professional learning for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Learning Standards are based on fundamental knowledge about contextual factors from converging research about effective professional learning and its ultimate impact on student learning. Attributes of effective professional learning include the following:

❏ Effective professional learning fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated for both effectiveness and impact on student learning.

❏ Effective professional learning is that which improves the learning of all students, including those with different educational needs, learning needs, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

❏ Professional learning is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Learning Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. Expectations are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers as well as in the design and content of teacher professional learning.

❏ Professional learning is most effective when it takes place in professional learning communities. These learning communities might take various forms, but all are characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

❏ Professional learning is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional learning recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

❏ Professional learning is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

❏ Professional learning is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional learning. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

2.10 NEW YORK STATE STANDARDS FOR HIGH QUALITY PROFESSIONAL LEARNING

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 an educator's 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, skill and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skill 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, 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 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.

SECTION 3: PROFESSIONAL LEARNING PLAN IMPLEMENTATION

The Baldwinsville Central School District's refinement and implementation of the Professional Learning Plan is ongoing based on progress monitoring data. Records of course offerings are maintained to provide evidence of participation, completion, performance, as well as alignment to the district's Strategic Goals (#1-3).

GOAL 1: Achieve high levels of educational, social, emotional and lifelong learning for all

In a district where this happens:

- Learning gaps based on demographics will be eliminated.
- Focus is on improvement, personal challenge and growth. Students and staff will be motivated and empowered to achieve their personal best.
- Students will be provided relevant and challenging experiences inside and outside the classroom (i.e., mentoring, internships, school-to-school experiences, etc.).
- Student skills will be transferred from one setting or content area to another.
- Students will be critical consumers of information with the ability to effectively evaluate information and make informed choices/decisions.
- There will be large participation in challenging coursework whether at the Regents, Advanced Placement or College level (concurrent enrollment).
- Students will be exposed to life skills, including personal finance, career management and professional behaviors.

GOAL 2: Promote collaboration, innovation, flexibility, and cultural awareness to prepare students for their future

In a district where the school community anticipates, collaborates, and innovates to prepare students for their futures there will be:

- Value placed on taking risks as learners.
- Systems designed for flexibility and responsiveness.
- Strong connections established between the community and schools.
- Evidence of creativity, collaboration, and problem solving.

GOAL 3: Ensure equal access, opportunity and choice for all students

In a district where students have equal access, opportunity and choice there will be:

- A guaranteed (consistent/same for grade and content) and viable (do-able within a school year) curriculum.
- Core experiences identified and provided for all K-12 students with flexibility in the system to maximize opportunities for students.
- Maximized opportunities for students to achieve their goals through exposure and exploration.

The district has further enhanced its Professional Learning Plan by recognizing the following areas as integral to the success of each student: *Trauma-Sensitive Schooling, Restorative Practices, Social-Emotional Learning, and Culturally-Responsive Teaching and Learning Practices* (see Appendix A). Professional learning opportunities should connect to one or more of these areas.

Objectives	Professional Learning Opportunities	Key Measure
All members of the professional staff will understand their roles and responsibilities with regard to identifying and reporting suspected child abuse and neglect	**Child Abuse Reporting Procedures Training**	Child abuse reporting procedures are consistently implemented
All members of the professional staff will understand their roles and responsibilities with regard to sexual harassment in schools	**Sexual Harassment Training**	Professional staff intervene when necessary and take proactive steps to educate students about their own rights and responsibilities with regard to sexual harassment
All members of the professional staff will be able to recognize bullying behaviors and develop strategies to utilize with students	**DASA (Dignity For All Students Act) Training**	Professional staff intervene when necessary and take proactive steps to educate students about their own rights and responsibilities with regard to bullying
All members of the professional staff will be able to recognize and communicate to students the dangers they may face while using computers and the Internet	**Computer Safety Training**	Staff who develop internet-based lessons will include internet safety information for students
All members of the professional staff will be familiar with appropriate emergency protocols	**Crisis Management**	Professional staff consistently implement appropriate emergency protocols
All members of the professional staff will be cognizant of current trends, signs, profiles and appropriate responses	**School Violence Prevention and Security Training**	Professional staff make timely and accurate referrals and inquiries to administrators and School Resource Officers when there are indicators of potential violence
All members of the professional staff will be regularly informed of the district's health and wellness policies and procedures	**Health and Wellness Training**	Professional staff will take proactive measures to educate students about making positive choices and exercising responsible and healthy choices within the classroom.

All members of the professional staff will be regularly informed of the district's mental health policies, procedures, and strategies to support students and adults.	**Mental Health & Wellness Training**	Professional staff will take proactive measures to educate and support students exhibiting signs and/or symptoms

Objectives	Professional Learning Opportunities	Key Measure
To provide opportunities to enhance pedagogical/ instructional (teaching) skills and knowledge of best practices. *NOTE: All Conferences/ Workshops/Trainings must relate to one of the three strategic goals*	• Curriculum Process (lesson design, unit planning, etc.) • Impact of Artificial Intelligence • Differentiated Instruction • Writing Process (Lucy Calkins Units of Study, Nancie Atwell) • Wilson & Fundations Early Literacy • iRead Literacy • Words Their Way • enVision Math • Smithsonian Science Units • Science Investigations • Do The Math • Heggerty Phonemic Awareness • Project Lead the Way (PLTW) • Supporting & Engaging ENL (English as a New Language) Students • Supporting Economically Disadvantaged Students Training	Improved Student Academic Achievement

• Reading For Understanding	
• Co-Teaching Models & Structures	
• AIMSWeb / STAR Progress Monitoring	
• Supporting Literacy in the Content Areas	
• Science of Reading	
• Providing Accommodations and Supports to Students with Disabilities	
• Other Topics Related to the District Goals, BOE Goals and Needs Assessment	
• Professional Learning Topics Related to the Learning Needs of the Students Who Comprise their Teaching/Work Assignment	
• Release Time for Visitations	

Objectives	Professional Learning Opportunities	Key Measure
To increase the use of instructional technology to enhance student learning	• Artificial Intelligence and Technology Integration into the curriculum • Graphing Calculators • Google Suite and Apps • Peardeck • SeeSaw	Increase the number of staff members who integrate technology into their teaching/work assignment Increase the number of staff members who participate in district workshops designed to promote the classroom use of new technologies

	• Screencastify	
	• Cleartouch Screen	
	• Video Streaming	
	• Programs that Require Problem Solving and Higher Level Thinking	
	• Curriculum Related Virtual Tours	
	• Podcasting	
	• Innovative Computer Operations as Instructional Tools	
	• Using Electronic Devices to Improve Classroom Instruction	
	• Flipped Classrooms	
	• Software to Improve Assessments	
	• COGNOS Training	
	• Other Current and/or Future Technological Opportunities	

3.1 OUTSIDE PROFESSIONAL LEARNING PROVIDERS AND TOPICS

As part of our Baldwinsville Central School District Professional Learning Plan, the New York State Education Department requires outside Professional Learning Providers to be listed and approved within our plan. The following list includes the names of entities, individuals, independent consultant's name(s), or name of a company providing professional development and/or training that will provide CTLE on behalf of the Baldwinsville Central School District.

Topics/Content	Organization/Consultant/Provider
❖ Leadership ❖ Policy ❖ State Regulations ❖ APPR ❖ Finance & Funding ❖ ESSA ❖ Standards & Curriculum Development ❖ Instruction/Strategies/Best Practices ❖ Federal/State/Local Requirements ❖ Pedagogy ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	• New York State Council of School Superintendents (NYSCOSS) • New York State Education Department (NYSED) • School Administrators Association of New York State (SAANYS)
❖ Leadership (Staff and Students) ❖ Policy ❖ State Regulations ❖ APPR ❖ College Courses/Advanced Placement/ Concurrent Enrollment ❖ Diversity/Equity/Inclusion ❖ Data Collection & Analysis ❖ Standards & Curriculum Development ❖ Instruction/Strategies/Best Practices ❖ Pedagogy ❖ Special Education ❖ Integrated Co-Teaching ❖ Supporting Students w/ Disabilities ❖ Poverty Simulation	• Association for Supervision and Curriculum Development (ASCD) • Central New York Association for Supervision and Curriculum Development (CNY ASCD) • New York State Association of Supervision and Curriculum Development (NYS ASCD) • Bureau of Education & Research (BER) • Syracuse University • Rochester Institute of Technology (RIT) • Onondaga Community College (OCC) • Cayuga Community College • Le Moyne College • Columbia College • SUNY Buffalo • SUNY Cortland • SUNY Oswego

❖ Professional Learning Communities (PLC)	• SUNY ESF
❖ Graduation Requirements/4+1 Pathways	• SUNY Empire State College
❖ Academic Integration	• Central New York/ Oswego County Teacher Center
❖ Professional Learning	• New York State Teacher Center
❖ New Teacher Mentoring	• CiTi (Oswego County BOCES)
❖ PreK-12 Instruction	• Onondaga-Cortland-Madison BOCES (OCM)
❖ Mental Health	• McGraw-Hill Education
❖ Social-Emotional Learning	• New York State School Boards Association (NYSSBA)
❖ Trauma-Sensitive Schooling	• Houghton Mifflin Harcourt
❖ Restorative Practices	• Solution Tree
❖ Culturally Responsive Teaching and Learning	• Project Lead The Way (PLTW)
❖ English, Math, Science, Social Studies, World Language, ENL, CTE (Business, Tech, FACS), Fine Arts	• New York State United Teachers (NYSUT)
❖ Special Education	• Central New York Regional Information Center (CNYRIC)
❖ Multi-Tiered Systems of Support (MTSS)	• College Board
❖ Response to Intervention (RtI)	• Interfaith Works
❖ Data-Driven Instruction	• New York State Education Department Regional Bilingual Education Resource Network (RBERN)
❖ Right to Know/Blood Borne Pathogens/CPR/First Aid	• Technical Assistance Center of NY
❖ School Counseling	• Foreign Language Association of Chairperson and Supervisors
❖ School Psychologists & Social Workers	
❖ ELL/ENL	
❖ Library Media	
❖ Early Literacy/Reading/Writing	
❖ STEM	
❖ Standards-Based Grading	
❖ Project/Problem-based Learning,	
❖ Arts in Education	
❖ Special Education	• Inclusive Schooling
❖ Integrated Co-Teaching	• Bud Cooney
❖ Universal Design for Learning	• Regional Special Education Technical Assistance Support Centers (RSE-TASC)
❖ Supporting Students w/ Disabilities	

❖ Multi-Tiered Systems of Support (MTSS) ❖ Response to Intervention (RtI ❖ Instructional Best Practices ❖ Psychology ❖ Counseling ❖ Speech ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning ❖ Crisis Intervention ❖ Behavior ❖ Autism/ODD/ADHD/Other Mood Disorders	• New York State Association of School Psychologists (NYSASP) • Inclusion University • New York State Speech Language Hearing Association (NYSSLHA) • New York State School Social Workers Association (NYSSSWA) • PESI (non-profit)
❖ Early Literacy ❖ Reading/Writing/Speaking/Listening ❖ Instructional Strategies & Best Practices ❖ Multi-Tiered Systems of Support (MTSS) ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning ❖ Response to Intervention (RtI) ❖ English Language Arts ❖ Research	• International Literacy Association • Central New York Reading Council • New York State Association of Foreign Language Teachers (NYSAFLT) • Wilson Language • The New York State English Council (NYSEC)
❖ Health ❖ Instructional Best Practices ❖ Crisis Response ❖ Supports and Interventions ❖ Mental Health	• ACR Health • Q Center

❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	
❖ Mathematics ❖ Number Sense ❖ Instructional Best Practices ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	• Association of Mathematics Teachers of New York State (AMTNYS)
❖ STEM ❖ Science ❖ Instructional Best Practices ❖ Business Partnerships ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	• Museum of Science & Technology (MOST) • Science Teachers Association of New York State (STANYS) • Project Lead The Way (PLTW) • Partners for Education & Business (MACNY)
❖ Art ❖ Music ❖ Fine Arts ❖ Instructional Best Practices ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	• New York State Art Teachers Association (NYSATA) • New York State School Music Association (NYSSMA)
❖ CTE (Business/FACS/Tech)	• New York State Association for Career and Technical Education (NYSACTE)

❖ Instructional Best Practices ❖ Business Partnerships ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	• New York State Association of Family and Consumer Sciences (NYSAFCSE) • Enterprise America at WCNY
❖ Social Studies ❖ Instructional Best Practices ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	• New York State Council for Social Studies • Central New York Council for Social Studies
❖ Physical Education & Health ❖ Instructional Best Practices ❖ Athletics/Recreation/Intramurals ❖ Dance ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	• The New York State Association for Health, Physical Education, Recreation, and Dance (NYSAHPERD)
❖ School Security ❖ School Safety Training ❖ Emergency Preparedness	• Armoured One
❖ Health ❖ Instructional Best Practices ❖ Crisis Response/Planning/Intervention ❖ Supports and Interventions ❖ Non-verbal De-Escalation Techniques ❖ Physical Supports	• ACR Health • Contact Community Services • Crisis Prevention Institute (CPI) • Epilepsy Pralid, Inc.

❖ Accommodations and Supporting Student with Epilepsy ❖ Mental Health ❖ Social-Emotional Learning ❖ Trauma-Sensitive Schooling ❖ Restorative Practices ❖ Culturally Responsive Teaching and Learning	

SECTION 4: TEACHER MENTORING PROGRAM GOALS

The purpose of a Baldwinsville Central School District Mentoring Program for probationary teachers is to improve instruction by retaining highly qualified new and experienced teachers. The mentoring program benefits both the mentor and the mentee. More importantly, however, instructional benefits will accrue for the students.

The mentoring program promotes professional goals and is comprised of the following elements:

4.1 MENTOR SELECTION PROCEDURE AND GUIDELINES

- When a new teacher is hired within the district, the administration (Curriculum & Instruction Department, principal, and/or Human Resources Department) will notify the Mentoring Coordinator.

- The Coordinator will provide the building principal the names of nominated mentor candidates from the same building and/or subject area. The building principal reviews the nominees and notifies the Deputy Superintendent if he/she has any concerns regarding any of the mentor candidates. The Deputy Superintendent and the Coordinator are then responsible for determining mentor-mentee assignments.

- If there is no available mentor candidate who can be appropriately matched to a new teacher, the Coordinator will solicit additional nominations from administration and/or the Baldwinsville Teachers' Association (BTA). The nominees will be approached by the Coordinator to determine their willingness to become a mentor. If they agree, the administration will choose from these nominees, and mentor and mentee will be assigned.

- At times, it will be necessary to re-assign a mentee to a new mentor. If so, then the above procedures will be followed in order to re-assign the mentee to a different mentor.

4.2 THE ROLE OF THE MENTOR

A mentor teacher is a tenured teacher in the Baldwinsville School District who has volunteered for this role. The mentor is assigned to a non-tenured teacher, the mentee, for the duration of the mentee's probationary period. The mentor will be able to do the following:

- Familiarize the mentee with school and district procedures, guidelines, and expectations

- Link the mentee to human and material resources

- Share teaching strategies and information about the instructional process

- Share ideas for interacting positively with parents as a whole and in one-to-one situations

- Give guidance regarding discipline, scheduling, planning, and organizing

- Assist the mentee with the physical setting of the classroom

- Allow the mentee to visit his/her classroom to view lessons and discuss them

- Visit the mentee's classroom to collect data that the mentee requests and share that data with the mentee in a non-evaluative way

- Promote self-reflection and self-analysis by the mentee

- Assist the mentee in setting goals

- Advocate for the mentee

- Counsel the mentee when difficulties arise and offer support through listening

- Model professionalism

- Maintain confidentiality

The Mentor is also expected to do the following:

- Participate in workshops and training sessions offered by the Mentoring Program

- Complete the Mentoring Activity Sheet and forward it to the Mentoring Office at the end of each month

4.3 PREPARATION OF MENTORS

Nominees chosen to be mentors must participate in mentoring training. Mentor training will generally take place during the spring and summer. If there is a need for the applicant to mentor a new teacher prior to the next training date, individualized training will take place. The Coordinator will be responsible for such training. Training will include, but is not limited to, the following:

- Principles of Cognitive Coaching addressing such topics as types of paraphrasing, presuppositional language, trust, planning and reflecting conversations

- Theory on adult learning

- Information on the first year of teaching

- Confidentiality

- Data collection and feedback

4.4 TYPES OF MENTORING ACTIVITIES AND ALLOTTED TIME FOR MENTORING

Release time is available to mentors and mentees. (Funding will be provided for substitute coverage.) Reasons for its usage include, but are not limited to, the following:

- Planning and Reflecting conferences

- Visitation of the mentor's classroom by mentee

- Visitation of the mentee's classroom by the mentor

- Attending workshops or training sessions

- In and out-of-district visitations

- Curricular planning conferences

SECTION 5: MENTORING ADMINISTRATORS GOALS

The purpose of a Baldwinsville Central School District Mentoring Program for probationary administrators is to improve leadership by retaining highly qualified new and experienced administrators. The mentoring program benefits both the mentor and the mentee.

The mentoring program promotes professional goals and is comprised of the following elements:

5.1 MENTOR SELECTION PROCEDURE AND GUIDELINES

- When a new administrator is hired within the district, the Assistant Superintendent for Human Resources will coordinate the nomination of mentor candidates. Input from BAPIS Leadership will be considered.

- The Superintendent and the Assistant Superintendent for Human Resources are then responsible for determining mentor-mentee assignments.

- If there is no available mentor candidate who can be appropriately matched to a new leader, the Assistant Superintendent of Human Resources will coordinate with OCM BOCES, SAANYS., or another leadership agency to retain a leadership coach / mentor for the new administrator.

- At times, it will be necessary to re-assign a mentee to a new mentor. If so, then the above procedures will be followed in order to re-assign the mentee to a different mentor.

5.2 THE ROLE OF THE MENTOR

A mentor is a tenured administrator in the Baldwinsville School District who has volunteered for this role. The mentor is assigned to a non-tenured administrator, the mentee, for the duration of the mentee's probationary period. The mentor will be able to do the following:

- Familiarize the mentee with school and district procedures, guidelines, and expectations

- Link the mentee to human and material resources

- Share leadership strategies and information about administrative systems/processes

- Share ideas for interacting positively with parents, teachers, support personnel as a whole and in one-to-one situations

- Give guidance regarding discipline, scheduling, planning, and organizing the school

- Allow the mentee to visit their school to view systems and procedures in action

- Visit the mentee's school to collect data that the mentee requests and share that data with the mentee in a non-evaluative way

- Promote self-reflection and self-analysis by the mentee

- Assist the mentee in setting goals

- Advocate for the mentee

- Counsel the mentee when difficulties arise and offer support through listening

- Model professionalism

- Maintain confidentiality

The Mentor is also expected to do the following:

- Participate in workshops and training sessions offered by the District

5.3 PREPARATION OF MENTORS

Nominees chosen to be mentors will participate in leadership training. Mentor training will generally take place during the summer leadership retreat. If there is a need for the applicant to mentor a new administrator prior to a summer training date, individualized training will take place. The Assistant Superintendent will be responsible for such training. Training will include, but is not limited to, the following:

- Conflict Resolution

- Dealing with Change

- Problem Solving

- Leading Innovation

- Building Trust and Respect

- Coaching to Improve Employee Performance

- Managing Effective Meetings

- Motivating and Encouraging Employees

- Effective Communication Skills

- Time and Energy Management

- Information on the first year of leadership

- Confidentiality

- Data collection and feedback

5.4 TYPES OF MENTORING ACTIVITIES AND ALLOTTED TIME FOR MENTORING

Release time is available to mentors and mentees. Reasons for its usage include, but are not limited to, the following:
- Planning and Reflecting conferences

- Visitation of the mentor's school/building by mentee

- Visitation of the mentee's school/building by the mentor

- Attending workshops or training sessions

- In and out-of-district visitations

APPENDIX A: KEY PIECES OF OUR SCHOOL CULTURE

KEY PIECES OF OUR SCHOOL CULTURE

"Through a cooperative effort of the total community, we will create an environment which inspires a desire for life-long learning, fosters mutual respect, instills a positive philosophy about the worth of participatory citizenship, and empowers all individuals to reach their full potential." —Baldwinsville CSD Vision

SOCIAL- EMOTIONAL LEARNING

We help students *acquire* and *apply* the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible decisions.

RESTORATIVE PRACTICES

We work to build strong communities that center relationship building at its core. Student stakeholders are involved in ALL decision-making processes, including repairing harm when needed.

CULTURALLY RESPONSIVE TEACHING

We will create and sustain a safe, nurturing, and engaging learning environment for ALL students. Culture, languages, and lived experiences are heard, valued, and validated.

TRUAMA-SENSITIVE SCHOOLING

We take a proactive approach to make sure that all individual needs of students are met and supported. We acknowledge trauma's impact on schooling and the lives of the students we serve.

RESTORATIVE PRACTICES

- Build and strengthen relationships
- Hold Restorative Conversations (Circles)
- Plan to repair harm in forward moving ways

- Resolve conflicts while holding involved persons accountable
- Works to meet the needs of the whole community through discourse

SOCIAL- EMOTIONAL LEARNING

- Self Awareness
- Self Management/ Coping Strategies
- Social Awareness
- Relationship Management
- Responsible Decision-Making
- Situational Appropriateness

Build relationship and repair harm when done

Empower student agency

Increase Student Engagement

Create Sense of Belonging Through Relationships

Welcoming and Inclusion Activities and class norms

Provide opportunities to explore individual and community identities

TRAUMA-SENSITIVE SCHOOLING

- Create predictable routines (safety)
- Regulate the nervous system and support self-regulation skills
- Build sense of belonging through relationships
- Provide opportunities to explore individual and community identities

- Welcoming and Affirming Environment
- High Expectations and Rigorous Instruction
- Inclusive Curriculum and Assessment
- Ongoing Professional Learning

CULTURALLY RESPONSIVE TEACHING

- Validating students lived experiences (VABB)
- Lessons expose students to various cultures, points of view and identities
- Give Outrageous Love