

PROFESSIONAL LEARNING PLAN

July 1, 2019 - June 30, 2022

Initially Approved by Board of Education on Monday, October 3, 2016
Updated and Approved by 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



Baldwinsville
Central School District
Achieving our full potential together.

Planning For Excellence

Meeting the Challenge of Higher Standards

Through Continuous Lifelong Learning to Reach our

Full Potential

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 which 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 styles 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 his/her 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.

School District Professional Learning Plan

District Name: Baldwinsville Central School District
Beds Code: 420901060000
Superintendent: Matthew J. McDonald, 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

PROFESSIONAL LEARNING TEAM COMPOSITION

Superintendent or Superintendent Designee	1
District Directors	3
Baldwinsville Association of Principals and Instructional Supervisors (BAPIS)	4
Baldwinsville Teachers' Association (BTA)	13
Baldwinsville Educational Support Professional Association (BESPA)	3
Baldwinsville Parent Teacher Association	1
Higher Education Representative	1
Baldwinsville Mentoring Coordinator	2

PROFESSIONAL LEARNING TEAM MEMBERSHIP

Superintendent's Designee	<ul style="list-style-type: none"> ▪ Joseph DeBarbieri, Deputy Superintendent 		
District Directors	<ul style="list-style-type: none"> ▪ Renee Burnett, Director of Secondary Curriculum & Instruction (7-12) ▪ Tony Cardamone, Director of Elementary Curriculum & Instruction (K-6) ▪ Danielle Nahorney, Director of Academic Services & Accountability 		
Baldwinsville Association of Principals and Instructional Supervisors (BAPIS)	<ul style="list-style-type: none"> ▪ Alex Ewing, Palmer Elementary School Principal ▪ Bonnie Van BenSchoten, Principal on Special Assignment ▪ RJ DeLisle, Director of Technology / BAPIS President ▪ Jennifer Sawyer, Ray Middle School Assistant Principal 		
Baldwinsville Teachers' Association (BTA)	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ▪ Elizabeth Chetney ▪ Shawn Redmore ▪ Ericka Garcia ▪ Kathryn DeBarbieri ▪ Amy Morgan ▪ Heather Kowalski ▪ Dan Hyland </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> ▪ Nicole Vaughn ▪ Julie Butler ▪ Megan Wrench ▪ Colleen Dembs ▪ Lucas Smith ▪ Christene Rolfe </td> </tr> </table>	<ul style="list-style-type: none"> ▪ Elizabeth Chetney ▪ Shawn Redmore ▪ Ericka Garcia ▪ Kathryn DeBarbieri ▪ Amy Morgan ▪ Heather Kowalski ▪ Dan Hyland 	<ul style="list-style-type: none"> ▪ Nicole Vaughn ▪ Julie Butler ▪ Megan Wrench ▪ Colleen Dembs ▪ Lucas Smith ▪ Christene Rolfe
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Baldwinsville Educational Support Professional Association (BESPA)	<ul style="list-style-type: none"> ▪ Jill Bouvier ▪ Patricia Speach ▪ Deborah Foley 		
Parent Teacher Association	<ul style="list-style-type: none"> ▪ TBD 		
Higher Education Representative	<ul style="list-style-type: none"> ▪ Thomas Bull, Assistant Teaching Profession / Director of Field Relations, Syracuse University 		
Mentoring Coordinator(s)	<ul style="list-style-type: none"> ▪ Julie Jones-Beckwith ▪ TBD 		

PROFESSIONAL DEVELOPMENT TEAM

The District Professional Learning Planning Team consists of twenty-eight (28) members. This committee has representatives from all buildings and all stakeholder groups.

Scope of Professional Learning Team Responsibility:

The professional Learning team will collaborate in:

- 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

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

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 that substitute teachers who work on a long-term basis are provided 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.

PROFESSIONAL LEARNING TIME ANALYSIS

On average, the number of hours a teacher will be involved with professional learning on an annual basis is 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

PROFESSIONAL LEARNING RECORD RETENTION

The district will maintain a record of the professional development for all staff according 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: 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.

PROFESSIONAL LEARNING PLAN NEED/DATA ANALYSIS

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

The Baldwinsville School district has developed a three-year long-range professional learning plan that will be reviewed annually by the District Professional Learning Team and approved by the Board of Education annually. This plan is aligned to the district Strategic Plan and the Board of Education Goals. Our Professional Learning will provide opportunities to increase and maintain knowledge and skills of best practices which will 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 2016-2019 plan provides the support to ensure continued increased student achievement as designated in the District 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

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 both for 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 styles, 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. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and 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 they are all 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.

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.

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.

GOAL 1: Achieve educational excellence and high levels of 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, and flexibility to prepare students for their futures

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.

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 and procedures and strategies to support students and adults.	Mental Health Training	Professional staff will take proactive measures to educate and support students exhibiting signs and/or symptoms

Objectives	Professional Learning Opportunities	Key Measure
<p>To provide opportunities to enhance pedagogical/ instructional (teaching) skills and knowledge of best practices.</p>	<p>Curriculum Process (lesson design, unit planning, etc.) Training</p> <p>Differentiated Instruction Training</p> <p>Writing Process (Lucy Calkins Units of Study, Nancie Atwell) Training</p> <p>Wilson & Foundations Training</p> <p>iRead Literacy Training</p> <p>Math 180 / Read 180 Training</p> <p>Project Lead the Way (PLTW) Training</p> <p>Supporting & Engaging ENL (English as a New Language) Students Training</p> <p>Supporting Economically Disadvantaged Students Training (Poverty Simulations)</p> <p>Reading For Understanding Training Co-Teaching Training</p> <p>AIMSweb / STAR Training</p> <p>Close Reading Workshops</p> <p>Balanced Literacy Workshops</p> <p>Providing Accommodations and Supports to Students with Disabilities Training</p> <p>Other Topics Related to the District Goals, BOE Goals and Needs Assessment Training</p> <p>Professional Learning Topics Related to the Learning Needs of the Students Who Comprise their Teaching/Work Assignment</p> <p>Release Time for Visitations</p> <p><i>All Conferences / Workshops / Trainings – must relate to one of the three strategic goals</i></p>	<p>Improved Student Academic Achievement</p>

Objectives	Professional Learning Opportunities	Key Measure
<p>To increase the use of instructional technology to enhance student learning</p>	<p>Curriculum Integration Training</p> <p>Graphing Calculators Training</p> <p>Google Apps Training</p> <p>SmartBoards Training</p> <p>Video Streaming Training</p> <p>Programs that Require Problem Solving and Higher Level Thinking Training</p> <p>Curriculum Related Virtual Tours Training</p> <p>Podcasting Training Innovative Computer Operations as Instructional Tools Training</p> <p>Using Electronic Devices to Improve Classroom Instruction Training</p> <p>Flipped Classrooms Training</p> <p>Software to Improve Assessments Training</p> <p>COGNOS Training</p> <p>Other Current and/or Future Technological Opportunities Training</p>	<p>Increased the number of staff members who integrate technology into their teaching/work assignment</p> <p>Increase the number of staff members who participate in district workshops designed to promote the classroom use of new technologies</p>

Outside Professional Learning Providers and Topics

As part of our Baldwinsville Central School District Professional Learning Plan for 2019-2020, the New York State Education Department has requested that any outside Professional Learning Providers be listed and approved within our plan. The following list includes the names of entities, individuals, independent consultant's name(s), or name of company providing professional development and/or training that will provide CTLE on behalf of the Baldwinsville Central School District.

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Health, Instructional Best Practices, Crisis Response, Supports and Interventions	<input type="checkbox"/> ACR Health	Literacy, Instructional Best Practices	<input type="checkbox"/> International Literacy Association
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> Association for Supervision and Curriculum Development (ASCD)	Special Education, Integrated Co-teaching, Supporting SWD	<input type="checkbox"/> Julie Causton
Mathematics, Instructional Best Practices	<input type="checkbox"/> Association of Mathematics Teachers of New York State (AMTNYS)	Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> LeMoyne College
Special Education, Integrated Co-teaching, Supporting SWD	<input type="checkbox"/> Bud Cooney	STEM, Science, Instructional Best Practices	<input type="checkbox"/> Museum of Science & Technology (MOST)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Special Education, Integrated Co-teaching, Supporting SWD	<input type="checkbox"/> Bureau of Education & Research (BER)	Curriculum Resources, Instruction, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> McGraw-Hill Education
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Concurrent Enrollment	<input type="checkbox"/> Cayuga Community College	Art, Instructional Best Practices	<input type="checkbox"/> New York State Art Teachers Association (NYSATA)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Poverty Simulation	<input type="checkbox"/> Central New York Association of Supervision and Curriculum Development (CNYASCD)	CTE, Instructional Best Practices	<input type="checkbox"/> New York State Association for Career and Technical Education (NYSACTE)

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Social Studies, Instructional Best Practices	<input type="checkbox"/> Central New York Council for Social Studies	Family and Consumer Sciences, Instructional Best Practices	<input type="checkbox"/> New York State Association of Family and Consumer Sciences (NYS AFCSE)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Poverty Simulation, Collaboration, Professional Learning Communities	<input type="checkbox"/> Central New York / Oswego County Teacher Center	Literacy, Instructional Best Practices	<input type="checkbox"/> New York State Association of Foreign Language Teachers (NYS AFLT)
Literacy, Instructional Best Practices	<input type="checkbox"/> CNY Reading Council	Psychology, Instructional Best Practices, Interventions, Special Education, Student Supports, Counseling	<input type="checkbox"/> New York State Association of School Psychologists (NYS ASP)
Curriculum Development, 4+1 Pathways, CTE, Academic Integration, Staff Development, New Teacher Mentoring, Elementary Instruction, Secondary Instruction, Middle-level Instruction, English, Math, Science, LOTE, ENL, Technology, CTE, Social Studies, Music, Special Education, RtI, Data Driven Instruction, Right to Know, School Counseling, School Psychologists, ELLs, Instructional Best Practices, Leadership, Library Media, Literacy, STEM, Standards-based Grading, Reading, Project/Problem-based Learning, Writing, Music, Arts in Education	<input type="checkbox"/> CiTi (Oswego County BOCES)	Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> New York State Association of Supervision and Curriculum Development (NYS ASCD)
APPR, Curriculum Development, CTE Academic Integration, Staff Development, Technology, RtI, Data Driven Instruction, Instructional Best Practices, Leadership, Standards-based Grading, Project-based Learning, Problem-based Learning	<input type="checkbox"/> CNYRIC	Social Studies, Instructional Best Practices	<input type="checkbox"/> New York State Council for Social Studies

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Curriculum Development, Instruction, College Courses, Advanced Placement, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> College Board	Resources, Diversity, Instructional Strategies	<input type="checkbox"/> Interfaith Works
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> Columbia College	Policy, State Regulations, APPR, Funding, ESSA, Curriculum, Finance, Funding, Instruction, Leadership, Instructional Strategies, Instructional Best Practices, Requirements, Standards	<input type="checkbox"/> New York State Council of School Superintendents (NYSCOSS)
Mental Health, Crisis Planning, Crisis Intervention	<input type="checkbox"/> Contact Community Services	Policy, State Regulations, APPR, Funding, Finance, ESSA, Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Requirements, Standards	<input type="checkbox"/> New York State Education Department (NYSED)
Non-verbal De-escalation Techniques, Physical Supports	<input type="checkbox"/> Crisis Prevention Institute (CPI)	ELLs, ENLs, Supporting and Accommodating Students, Instructional Best Practices	<input type="checkbox"/> New York State Education Department Regional Bilingual Education Resource Network (RBERN)
CTE, Business Partnerships, Instructional Best Practices	<input type="checkbox"/> Enterprise America at WCNY	Curriculum, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Policy, State Regulations, Collaboration	<input type="checkbox"/> New York State School Boards Association (NYSSBA)
Accommodations and Supporting Student with Epilepsy,	<input type="checkbox"/> Epilepsy Pralid, Inc.	Music, Fine Arts, Instructional Best Practices	<input type="checkbox"/> New York State School Music Association (NYSSMA)
Curriculum Resources, Instruction, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> Houghton Mifflin Harcourt	Student Supports, Crisis Intervention, Behavior, Instructional Best Practices	<input type="checkbox"/> New York State School Social Workers Association (NYSSSWA)
Supports for Communication and Behavior for Students with Autism	<input type="checkbox"/> Inclusion University	Speech, Supporting Students with Disabilities, Instructional Best Practices	<input type="checkbox"/> New York State Speech Language Hearing Association (NYSSLHA)

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Curriculum Development, Instruction, Pedagogy, Instructional Strategies, Instructional Best Practices, Collaboration, Professional Learning Communities	<input type="checkbox"/> New York State Teacher Centers	STEM, Instructional Best Practices, Curriculum Development	<input type="checkbox"/> Project Lead the Way (PLTW)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, APPR, Policy	<input type="checkbox"/> New York State United Teachers (NYSUT)	Special Education, Instructional Best Practices, Supporting SWD	<input type="checkbox"/> Regional Special Education Technical Assistance Support Centers (RSE-TASC)
APPR, Curriculum Development, 4+1 Pathways, Blood Borne Pathogens, CPR/First Aid, CTE Integration, Staff Development, New Teacher Mentoring, Elementary Instruction, Secondary Instruction, Middle-level Instruction, English, Math, Science, LOTE, ENL, Technology, CTE, Social Studies, Music, Special Education, RtI, Data Driven Instruction, Right to Know, School Counseling, School Psychologists, ELLs, Instructional Best Practices, Leadership, Library Media, Evaluation, Literacy, STEM, Standards-based Grading, Reading, Project-based Learning, Problem-based Learning, Writing, Music	<input type="checkbox"/> OCM BOCES	STEM, Instructional Best Practices, Curriculum Development	<input type="checkbox"/> Rochester Institute of Technology
College and Career, Curriculum Development, Concurrent Enrollment, Instructional Best Practices	<input type="checkbox"/> Onondaga Community College	Science, STEM, Instructional Best Practices	<input type="checkbox"/> Science Teachers Association of New York State (STANYS)
STEM, Business Partnerships, Instructional Best Practices	<input type="checkbox"/> Partners for Education & Business (MACNY)	Curriculum, Instruction, Leadership, Pedagogy, Instructional Strategies	<input type="checkbox"/> SUNY Buffalo
Various disorders in children including Autism, ODD, ADHD, and other Mood Disorders	<input type="checkbox"/> PESI	Curriculum, Instruction, Leadership, Pedagogy, Instructional Strategies	<input type="checkbox"/> SUNY Cortland

Topic / Content	Organization / Consultant Provider	Topic / Content	Organization / Consultant Provider
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> SUNY Empire State College	English, Research, Writing, Literacy, Instructional Best Practices	<input type="checkbox"/> The New York State English Council (NYSEC)
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> SUNY Oswego	Literacy, Interventions, RtI	<input type="checkbox"/> Wilson Language
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> SUNY ESF	School Security, School Safety Training, Emergency Preparedness	<input type="checkbox"/> Armoured One
Policy, State Regulations, APPR, Funding, ESSA, Curriculum, Finance, Funding, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices, Requirements, Standards	<input type="checkbox"/> School Administrators Association of New York State (SAANYS)	Curriculum Development, Assessment Design/Creation, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> Foreign Language Association of Chairperson and Supervisors
Professional Learning Communities, RtI, Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> Solution Tree		<input type="checkbox"/>
Curriculum Development, Instruction, Leadership, Pedagogy, Instructional Strategies, Instructional Best Practices	<input type="checkbox"/> Syracuse University		<input type="checkbox"/>
Standards Integration, Data Collection, Student Leadership, Instructional Resources / Best Practices	<input type="checkbox"/> Technical Assistance Center of NY		<input type="checkbox"/>
Physical Education, Health, Recreation, Athletics, Intramurals, Dance, Instructional Best Practices	<input type="checkbox"/> The New York State Association for Health, Physical Education, Recreation, and Dance (NYSAPERD)		<input type="checkbox"/>

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:

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, 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.

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

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, individualize 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

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:

- 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, and
- Curricular planning conferences.