

Beaver River Central School District

Professional Development Plan 2022-2025



**Experiencing Today,
Preparing for Tomorrow**

Beaver River Central School District Professional Development Plan

BEDS Code: 231301040000

Mr. Todd Green
District Superintendent

Beaver River Central School District
9508 Artz Road
Beaver Falls, NY 13305

Telephone: (315) 346-1211

Fax: (315) 346-6775

Email: tgreen@brcsd.org

Professional Development Plan is to be effective for the 2022-2025 school year

Professional Development Plan Table of Contents

Contents

An Introduction and Explanation	4
Mission Statement	4
District Objectives	4
Standards, Professional Deployment Team Purpose, & Evaluation	6
NYS Professional Development Standards	6
Needs Assessment for Professional Development Plan	7
Professional Development Plan.	9
Areas of Professional Development	9
Goal: Curriculum and Instruction	10
Goal: Common Core Learning Standards and NYS Standards	11
Goal: Assessments and Data	12
Goal: Technology Integration	13
Goal: Safety/Discipline/Diversity & Tolerance	14
Professional Development Resources/Approved Providers:	16
Expected Participation	16
Professional Development Opportunities for Staff Working with Students with Disabilities:	16
BEAVER RIVER CENTRAL SCHOOL MENTOR/INTERN PROGRAM	17
I. GOAL OF THE PROGRAM	18
II. OBJECTIVES OF THE PROGRAM	18
III. PROCEDURE FOR SELECTING MENTORS	18
IV. ROLE OF THE MENTOR	18
V. PREPARATION OF MENTORS	18
VI. Planning and preparation for Staff:	19
QUALITY:	19
RELATIONSHIPS:	19
THE CLASSROOM ENVIRONMENT	19
The Mentor Staff will have an understanding of proficient and/or distinguished knowledge of:	19
The Mentor Staff will have demonstrated proficient and/or distinguished knowledge of:	20
VI TYPE OF MENTORING ACTIVITIES	21
V. RELEASE TIME	21
VI. INTERNS	22

VII. CONFIDENTIALITY	22
VIII. ROLE OF THE PRINCIPAL/ADMINISTRATOR	22
STATEMENT OF ASSURANCES	27
Appendix A (Strategic Plan Summary):	28
Appendix B:	28

An Introduction and Explanation

Mission Statement

Beaver River Central School serves as center for education in dynamic partnership with students, staff, parents, and community to provide each student the opportunity to achieve maximum potential in all areas of life and learning now and in the future.

District Objectives

- Success for all students depends upon both the learning of the individual school employees and improvements in the capacity of the organization to solve problems and renew itself. Thus, individual learning and organizational changes will be addressed simultaneously and support one another.
- Each year the Professional Development Committee will determine specific goals for school improvement efforts in the area of curriculum, instruction, assessment and social emotional learning (SEL).
- Professional development will focus
 - raising all student achievement
 - developing social and employment skills for lifelong learning
 - improvements in performance for everyone who affects student learning
 - Alignment with the Beaver River Central School District Strategic Plan. (Appendix A)

Members of the PDP Committee:

Todd Green	Superintendent of Schools
Daniel Rains	6-12 Principal
Troy Hebert	6-12 Assistant Principal
Kim Lyman-Wright	Elementary School Principal
Ronald Rockwood	Business Official
KaTina Aucter	Teaching Assistant/SRP Representative
Jennifer Wright	K-12 Library Media Specialist
Paula Allis-Batuyong	Elementary Teacher
Nicole Dickinson	Elementary Teacher
Michele Ellis	Elementary Teacher
Ashlee Haas	Elementary Teacher
Olivia Brooker	Elementary Teacher
Kiersten Lehman	Elementary Teacher
Sarah Thisse	Middle School Teacher
Kelley Hawksley	High School Teacher/BRTA President
Emily Mayer	High School Teacher
Michelle Watkins	High School Teacher
Kat Basta	Middle School Teacher
Amy Farney	Elementary School Teacher
Caree Turck	Middle School Teacher
Gretchen Anderson	Elementary Teacher

Standards, Professional Deployment Team Purpose, & Evaluation

At Beaver River Central School District, it is an expectation of all our employees to be continuous learners. The Professional Development Plan for Beaver River Central School District references the New York State Professional Development, Teaching Standards to make informed decisions.

NYS Professional Development Standards

- Professional development design 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.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research
- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.
- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology
- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.
- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

1. **If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.**

The Professional Development Team developed a district-wide Professional Development Plan. Representatives from each school (elementary, middle and high) are part of the district Professional Development Team as stipulated by State Regulation and Federal Law. The Professional Development Team will meet annually to review and monitor building professional development progress based upon the understanding that:

- a) All educators need to understand and use data to assess student performance.
 - b) All educators will be able to identify root causes of performance problems and develop a diagnostic prescription for success.
 - c) All educators will utilize scientifically based research to develop instructional programs.
2. **On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

On average, teachers will be involved in 35 hours of professional development annually.

Needs Assessment for Professional Development Plan

1. **Describe how the professional development plan is aligned with Common Core State Standards and assessments, student needs, and is articulated within and across grade levels.**

The Beaver River Professional Development Team will review the results of the elementary, intermediate and commencement level state assessments to form a PK-12 approach to professional development. In addition, from time to time the committee will survey the staff to determine needs for training. Curriculum alignment opportunities and instructional strategies will be delivered to faculty and staff in all levels of education. The district will review data from, but not limited to: graduation rate, New York State Beaver River Report Card, Regents results, 3-8 State Test results, and Aspirational Performance Measure.

2. **Describe how the professional development plan is continuous, and reflects a multi-year approach to improve student performance.**

The Beaver River Professional Development Plan is a multi-year plan to ensure the improvement of student performance. The plan is student data driven. All workshops, conferences, and professional development activities must be tied directly to the Beaver River Professional Development Plan goals and objectives.

In particular, the district is focusing on aligning curriculum and classroom instruction to the Common Core State Standards, academic intervention and capacity building. Staff development and adoption of best practices are integral parts of this plan.

3. **Identify how the data used supports the goals, objectives, strategies, and activities in the professional development plan.**

The goals, objectives and activities in the Beaver River Professional Development Plan are developed through the use of state and local data measures.

Each year we will convene to analyze the most recent student data from graduation rate, New York State Beaver River Report Card, Regents results, 3-8 State Test results, and Aspirational Performance Measure. From this data, we will develop Professional Development opportunities for the school year.

Before the end of each school year, the Professional Development Committee will reflect on the effectiveness of our goals, objectives and professional development opportunities. We will adjust our plan to reflect the most common needs of our faculty and staff. Through this annual process, the Beaver River Professional Development Plan will be changed accordingly to reflect the needs of the teacher and students in the district.

Areas of Professional Development

Based on the review of district data, including the NYSED assessments and standardized assessments, six focus areas have been identified for the Beaver River Central School District

1) **Curriculum and Instruction**

Beaver River Central School District expects all teachers to participate in professional development focused on enhancing instruction for the continual improvement of all students' performance. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the New York State Learning Standards. Lessons, activities, and classroom instructional strategies will be based on the New York State Teaching Standards, and the Danielson Multidimensional Rubric.

2) **New York State Learning Standards**

Beaver River Central School District expects all teachers to participate in professional development focused on the current and updated standards for education. Educators will receive high quality, research-based training on the process of aligning to the New York State Learning Standards as well as any other updates or frameworks adopted or designed by New York State.

3) **Assessments and Data**

Beaver River Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance. All educators will use the Data-Driven Framework to improve classroom instructional practices and establish long-term goals.

4) **Technology Integration**

Beaver River Central School District expects all teachers to participate in professional development opportunities that align with the Beaver River Technology Plan.

5) **Safety /Discipline/Diversity & Tolerance**

Beaver River Central School District expects all teachers to participate in professional development opportunities to ensure that our students are supported through appropriate classroom management techniques and discipline procedures. Our school will support diversity and tolerance through the adoption of principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

6) **Mentor/Intern Program**

Refer to the goal as written in the explanation of the program.

Goals and Objectives for 2022-2025

Goal: Curriculum and Instruction

Beaver River Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, and continually improving all students' performance on all state assessments so that we better help our students meet or exceed the state average. The District's curriculum, classroom lessons, and assessments must continue to be aligned with the New York State Learning Standards. Lessons and activities will utilize research based classroom instructional strategies as supported by the New York State Teaching Standards.

Objectives:

- Train staff in vertical alignment and backward planning to meet NYS Learning Standards
- Staff will be provided professional development in the implementation of research based best practices

Activities

- Effective Teaching Level I- During the first year of teaching
- Effective Teaching Level II- During an early career year of teaching as available (preferably before tenure appointment)
- Effective Teaching Refresher course as available
- Workshops/conferences related to assessment development and instructional techniques, curriculum development, vertical alignment, and model training
- Mentor/intern program
- Superintendent's conference days, grade level meetings, faculty meetings, team meetings, department meetings, book clubs
- Before school, after-school, virtual, or summer sessions

Evaluation

- The District will continually analyze data from State and district assessments
- The District will review curriculum plans by June of each school year, to see that they are aligned with New York State Learning Standards
- Review of the previous year's professional development opportunities
- Regular professional development survey for staff

Goal and Objectives for 2022-2025

Goal: Common Core Learning Standards and NYS Standards

Beaver River Central School District encourages our instructional staff to participate in professional development opportunities, to remain current with the various New York State Learning Standards. The goal of this training is enhanced instruction, resulting in improved student achievement. Educators will receive highly qualified, research based training on the process of aligning current curriculum to the New York State Learning Standards.

Objectives:

- On-going staff training within the New York State Learning Standards.
- Continuous training/ development will be provided that is specific to content area standards approved by NYSED.

Activities

- Effective Teaching Level I- During the first year of teaching.
- Effective Teaching Level II- During an early career year of teaching (optional).
- Workshops/Conferences related to assessment development and instructional techniques, Curriculum Development, Vertical Alignment, and Model Training.
- Mentor/Intern Program.
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings, Book Club.
- Before school, after-school or summer sessions.

Evaluation

- The District and staff will continually analyze data from State and district assessments.
- Feedback from Faculty Meetings, Superintendent Meetings, Department Meetings, and Grade Level Meetings will be analyzed to determine the level of knowledge of the Common Core Standards and to determine the specific content areas to focus future trainings.

Goal and Objectives for 2022-2025

Goal: Assessments and Data

Beaver River Central School District expects that all teachers will participate in professional development that will focus on enhancing instruction, continually improving all students' performance on all state assessments so that we meet or exceed the state average. All educators will use the Data-Driven Framework to improve classroom instructional practices and establish long-term goals.

Objectives:

- Teachers will review and analyze data at the district, building, grade, and classroom level to inform instruction.
- Teachers will develop an action plan based on their analysis that meets the needs of students.
- Teachers will integrate action plans and re-assess student performance periodically, adjusting pedagogy as necessary.

Activities

- Effective Teaching Level I- During the first year of teaching.
- Effective Teaching Level II- During an early career year of teaching (optional).
- Workshops/Conferences related to assessment development and instructional techniques.
- Mentor/Intern Program.
- District School Based Inquiry Team Training.
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings.
- Before school, after-school or summer sessions.

Evaluation

- The District will continually analyze data from State and district assessments.
- Review of data during "Data Chats" and other teacher conferences focused on Data-Driven Instruction including the action plan and re-assessment opportunities.

Goals and Objectives 2022-2025

Goal: Technology Integration

Beaver River Central School District expects that all teachers will participate in professional development opportunities that align with the Beaver River Technology Plan to enhance teaching and student learning.

Objectives

- Use all resources available to support learning through the integration of technology into instruction in all curriculum areas.
- Provide professional development opportunities for faculty and staff to enhance teaching and student learning through the use of educational technologies.
- Provide equitable access to technological resources for students, teachers and staff through the process of careful distribution of assets.
- Provide annual training for teachers to educate students on the proper use of devices, as well as internet use/expectations.
- Provide training for new district purchased software and/or exposure to new available software not yet purchased.

Activities

- Workshops/Conferences related to assessment development and instructional techniques.
- Mentor/Intern Program (Technology Tool Training).
- District School Based Training.
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings.
- Before school, after-school, virtual, or summer sessions.
- Specific software/hardware training and research
- Data Tools to Inform Instruction

Evaluation

- The District will continually analyze data from State and district assessments.
- Technology Committee will review this goal.

Goals and Objectives for 2022-2025

Goal: Safety/Discipline/Diversity & Tolerance

Beaver River Central School District expects all teachers to participate in professional development opportunities to ensure that our students are supported through appropriate classroom management techniques and discipline procedures. Our school will support diversity and tolerance through the adoption of principles of fairness, caring, respect, trustworthiness, responsibility, and citizenship.

Objectives:

- The District will be in compliance with the Dignity for All Students Act
- The District will receive regular recommendations from the Safety Committee regarding the district, its facilities and its students
- The District will provide training related to poverty and trauma and its effects on student learning (trauma informed care, non-violent crisis intervention, SEL, the effect of social media, etc.)

Activities

- Workshops/Conferences related to assessment development and instructional techniques
- Mentor/Intern Program
- District School Based Inquiry Team Training
- Superintendent's Conference Days, Grade Level Meetings, Faculty Meetings, Team Meetings, Department Meetings
- Before school, after school or summer sessions

Evaluation

- The district will continually analyze the number of reports, referrals, and outcomes of local DASA data
- The District will analyze information from the Safety Committee to determine if staff will need training on new procedures or if new policies need to be updated
- The district may use behavior and/or referral data to determine district behavioral needs

Professional Development Resources/Approved Providers:

NYSED Regulations indicate that any entity providing professional learning opportunities must be an approved sponsor under the new CTLE requirements in order for professional certificate holders to count these opportunities toward their required hours.

Beaver River Central School District utilizes the following professional development providers on a regular basis. See Appendix B for a full list of approved vendors.

- Jefferson-Lewis BOCES Instructional Support Services: Professional Development, School Library Systems, and Distance Learning programs
- SESIS/RSE TASC Specialist
- Mohawk Regional Information Center
- Jefferson-Lewis Teacher Center
- NYSED
- Unions (NYSUT, SAANYS, NYSCOSS)
- JLSBA – Jefferson-Lewis School Boards Association
- NYSSBA – New York State School Boards Association
- ASCD - Association for Supervision and Curriculum Development
- National Business Institute

Expected Participation

Teachers are expected to participate in ongoing professional development focused on the plans, goals and objectives. BOCES may require specific training based upon A.P.P.R. (Annual Professional Performance Review) results. Teachers will also be given choices of activities to improve the quality of their teaching and learning to better meet the learning needs of their students. In order for educators to grow professionally and be models of lifelong learning, substantial staff development is essential. Our students depend on it. It is understood that all teachers with professional certificates and Level III Teaching Assistants must complete the required number of hours (100 hours) every five years.

A wide range of activities should be made available, including:

- Use of Technology (laptops, Chromebooks, I-Pads, Smartphones) and 21st Century literacy and skills Webinars
- Distance Learning/Video Conferences
- On-line courses
- Mentoring, shadowing and coaching
- Teacher collaboration
- Conferences and Workshops
- Book reviews and article studies of academic works
- College coursework

Professional Development Opportunities for Staff Working with Students with Disabilities:

Assistive Technology	Alternative Assessment
Medicaid	Summer Workshops
CDOS	Autism
Behavior Plans	Sensory Development
Co-Chair Collaborative	Specific Learning Disabilities

**BEAVER RIVER CENTRAL SCHOOL
MENTOR/INTERN PROGRAM**



**Experiencing Today,
Preparing for Tomorrow**

I. GOAL OF THE PROGRAM

The ultimate goal of the Beaver River Central School District's mentor program is to build long-term professional growth for new and seasoned teachers and staff through developmental opportunities supplied throughout the year.

II. OBJECTIVES OF THE PROGRAM

- To improve teacher and staff performance.
- To increase the retention of promising beginning teachers and staff.
- To support development of the knowledge and the skills needed by beginning teachers and staff to be successful in the initial teaching positions.
- To integrate beginning teachers and staff into the social system of the school, the school district and the community.
- For many teachers and staff, the first year may mean a move away from familiar setting and people, to a situation where everything is unfamiliar.
- To provide an opportunity for beginning teachers and staff to analyze and reflect on their teaching with coaching from veteran teachers.
- To increase the positive attitudes of beginning teachers and staff.

III. PROCEDURE FOR SELECTING MENTORS

- Mentors will be appointed by the administration team.

IV. ROLE OF THE MENTOR

- Mentors will be tenured and hold permanent or professional certification in the same area of certificate title as the intern or permanently licensed in the same licensure as the Intern. If a certified mentor is not available, a teacher permanently or professionally certified in a different area of certificate title or licensure as the intern may serve as a mentor.
- Mentors will help interns understand and explain the evaluation tool and process to the new staff member.
- Mentor will schedule visits to intern's room including informal observations and/or pop-ins.
- Mentors will encourage interns to develop professional relationships.
- Mentors will provide advice and assistance to the interns.
- Mentors will share materials and resources with interns.
- Mentors will assist with helping the Intern understand his/her curriculum and learning standards.

V. PREPARATION OF MENTORS

The Mentor Teacher/Staff will have demonstrated proficient and/or distinguished knowledge of:

- Content and Pedagogy. The mentor teacher will know the content and the structure of the discipline, know prerequisite relationships, and content-related pedagogy.
- Knowledge of students. The mentor teacher will know child and adolescent development, the learning process of students' interests and cultural heritage as well as their special needs.
- Setting instructional outcomes including value, sequence, and alignment, clarity, balance, and suitability for diverse learners.
- Resources for classroom use and to extend content knowledge and pedagogy.
- Designing coherent instruction through learning activities, materials and resources, instructional grouping, and lesson and unit structure.
- Designing student assessments that are congruent with instructional outcomes, clearly defined criteria and standards, the design of formative assessments, and data-driven instruction.

VI. Planning and preparation for Staff:

QUALITY:

Completes assignments accurately and in a timely fashion. Maintains and keeps accurate records as applicable.

RELATIONSHIPS:

Displays positive attitude towards assignment. Maintains professional demeanor. Displays positive attitude in relationships with students/public/coworkers/supervisor.

THE CLASSROOM ENVIRONMENT

The Mentor Teacher will have demonstrated proficient and/or distinguished knowledge of:

- Creating an environment of respect and rapport by managing relationships with students through positive interactions, including both words and actions in teacher to student and student to student interactions.
- Establishing a culture for learning through content and learning, expectations for learning and achievement, and fostering student pride in their work.
- Managing classroom procedures through instructional grouping, transitions, materials and supplies, and performance of non-instructional duties.
- Managing student behavior through clear expectations, monitoring of student behavior, and response to student misbehavior.
- Organizing physical space so that the room is safe and accessible and that the arrangement of furniture and use of physical resources provide opportunities to advance learning.

The Mentor Staff will have an understanding of proficient and/or distinguished knowledge of:

- Contributing to an environment of respect and rapport by managing relationships with students through positive interactions, including both words and actions in teacher to student and student to student interactions.
- Contributing to a culture for learning through content and learning, expectations for learning and achievement, and fostering student pride in their work.
- Supporting classroom procedures through instructional grouping, transitions, materials and supplies, and performance of non-instructional duties.
- Supporting student behavior through clear expectations, monitoring of student behavior, and response to student misbehavior.
- Supporting organizing physical space so that the room is safe and accessible and that the arrangement of furniture and use of physical resources provide opportunities to advance learning.

A. Instruction

The Mentor Teacher/Staff will have demonstrated proficient and/or distinguished knowledge of:

- Communicating with students through clear expectations for learning, directions and procedures, explanations of content and accurate use of oral and written language.
- Questioning and discussion techniques including the quality of questions and prompts, varied discussion techniques, and high levels of student participation in the discussions.
- Engaging students in learning through engaging activities and assignments, intentional grouping of students, original instructional materials and resources, and appropriate structure and pacing.
- Using assessment in instruction by informing students of assessment criteria, monitoring student learning, giving timely feedback to students, and engaging in student self-assessment and the monitoring of progress.
- Demonstrating flexibility and responsiveness through lesson adjustment, response to students and persistence.

B. Professional Responsibilities

The Mentor Teacher will have demonstrated proficient and/or distinguished knowledge of:

- The accurate reflection on teaching and the use of those reflections in future teaching.
- Maintaining accurate records including student completion of assignments, student progress in learning, and other non-instructional records.
- Communicating with families regarding the instructional program, individual Participation in a professional community including maintaining collegial relationships with colleagues, involvement in a culture of professional inquiry, student progress, and engagement of families in the instructional program.
- service to the school, and participation in school and district projects.

- Growing and developing professionally through the enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, and service to the profession.

The Mentor Staff will have demonstrated proficient and/or distinguished knowledge of:

- Student abilities and/or 504 Plans, IEP's etc.
- Communicate with teacher and or other school related professionals about student strengths and needs.
- Participation in a professional community including maintaining collegial relationships with colleagues, involvement in a culture of professional inquiry, service to the school, and participation in school and district projects.
- Growing and developing professionally through the enhancement of content knowledge and pedagogical skill, receptivity to feedback from colleagues, and service to the profession. (encourage for all and applicable to Level 3 Teaching Assistant)

VI TYPE OF MENTORING ACTIVITIES

- A minimum of weekly 30 minute meetings between mentor and the new faculty.
- Teaching Assistant/Aide suggested calendar when natural conversations can happen during the school year. (see attachment)
- Familiarize the new teacher/staff with district and building resources, guidelines, and expectations.
- Connecting the faculty and staff members to resources.
- Guiding the new faculty and staff in the areas of classroom management and design, discipline, scheduling, planning and organization.
- Sharing ideas, teaching strategies, information about the instructional practice.
- Visitation to the mentor and new faculty and staff rooms.
- Promotion of self-reflection and self-analysis by the new faculty and staff.
- Assistance in goal-setting activities.
- Nonjudgmental and supportive listening
- Confidentiality and professionalism.
- Completing the Mentoring Activity Log at the end of each month and turn it into your building principal.

V. RELEASE TIME

- The mentor and the intern may request substitute coverage at least twice a school year for activities. Mentors and interns will be provided this release time up to a total of 2 days (16 hours for teachers, 13 hours for staff).
- During this time, the mentor and the intern will meet to discuss the following applicable to their position as teacher or teaching/assistant/aide:
 - Lesson planning
 - Curriculum design
 - Students' needs
 - Best practices
 - Professional issues
 - Student work
 - Reflection
 - Classroom observations

- Team teaching with mentor or have mentor model a lesson in intern's classroom
- Release days will be jointly determined by the mentor and the intern
 - and approved by the building principal.

VI. INTERNS

- All 1st year teachers and staff will participate in this program. A 2nd or 3rd year of participation will be at the discretion of the Administration.
- All interns will be required to attend the New Teacher/Staff Orientation.
- All interns will review the evaluation tool with their mentor to establish goals for the school year.
- All interns will maintain a Professional Development log.

VII. CONFIDENTIALITY

Confidentiality is a critical component of the mentor-intern program. Establishing a safe and trusting environment is essential. If an intern is to grow, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be public knowledge. The sharing of a confidentiality issue with an administrator or colleague can undermine the entire mentor/intern relationship. All shared confidences should be kept between the mentor and the intern unless the information poses a safety, moral or legal issue. Mentors will never make evaluative reports about the intern available to administrators or colleagues, either verbally or in writing.

VIII. ROLE OF THE PRINCIPAL/ADMINISTRATOR

- Make mentoring a priority
- Provide time for mentor and intern to meet as mutually assigned
- Keep supervision and evaluation a separate entity from mentoring
- Recognize efforts of mentors, interns and staff
- Show interest and check on how the program is progressing check in at least once a month with mentor and mentee
- Be available to problem solve

Mentor and Mentee Commitment Record

Contact Information

Mentor Name: _____

Grade Level: _____

Mentee Name: _____

Commitment Verification Statement

I understand the minimum commitment is:

- 1 year
- Attendance at beginning of year mentor training with the building principal
- To fulfill all meeting and visitation requirements
- Up to a total of 2 days (16 hours) of release time to take part in observation or other mentor/mentee activities

To be served as a Mentor to _____

To receive mentoring services from _____

Signed: _____

Date: _____

Your commitment is greatly appreciated. Thank you. If you have any questions about this form or the program, please contact your building administrator.

Mentor Teacher Internship Program

Confidentiality Policy

The mentoring program of the Beaver River Central School District has been developed to ensure that each teacher new to the district be afforded the support of experienced teachers for orientation and instructional coaching. For mentoring to meet its goal of aiding new teachers in effective instructional practices, the environment must be risk-free and non-threatening; new teachers need to avail themselves of such help and willingly open their classrooms to their mentors. With this understanding as the foundation, the relationship between the mentor and new teacher will remain confidential and non-evaluative.

- ✓ Mentors will refrain from sharing any information regarding mentees with the mentee's colleagues or students.
- ✓ At their discretion, new teachers may wish to share personal or evaluative information with either mentors or department chair(s) as a means of seeking help/advice.
- ✓ Should a mentee leave the district, professional ethics require the mentor to maintain confidentiality.

It is important to recognize the positive potential in the mentor-mentee relationship. The confidentiality and trust built into the partnership needs to prevail if it is to work to the benefit of the mentee, mentor, students, and the district.

CONFIDENTIALITY VERIFICATION STATEMENT

I understand the confidentiality requirements of my position as mentor of:

Signed _____

Date _____

Beaver River Central School District
9508 Artz Road, Beaver Falls, NY 13305

Mentoring Form (Example*)

Mentee Name: _____ Mentor Name: _____
Principal Name: _____ School Year: _____

Date	Type of Mentoring Activity	Hours	Was release time required ✓ = yes	Time of School Day			Administrator Initials	Superintendent Initials
				Before	During	After		

*Form should be completed online in the professional development software

STATEMENT OF ASSURANCES

The Superintendent certifies that:

Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.

The plan focuses on improving student performance and teacher practice as identified through data analysis.

The plan describes professional development that:

- Is aligned with state content and student performance standards;
- Is articulated within and across grade levels;
- Is continuous and sustained;
- Indicates how classroom instruction and teacher practice will be improved and assessed;
- Indicates how each teacher in the district will participate; and
- Reflects congruence between student/teacher needs and district goals and objectives.

The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date

Appendix A (Strategic Plan Summary):

VISION STATEMENT

Each BRCS student graduates BRCS “Real World Ready” and every stakeholder values their experience with BRCS.

Experiencing Today...Preparing for Tomorrow

The Beaver River Experience

- Students
- Parents
- Staff
- Community

Real. World. Ready.

- Career/College/Service Ready
- Skills for Success
- Life-Long Learning

Appendix B:

Professional Development Providers	
Beaver River Central School District: <ul style="list-style-type: none"> • Active Shooter • Book Club • Child Abuse Reporting • DASA • Faculty Meetings • Grant Supported Workshops • New Teacher Orientation • Next Generation Standards • Mentoring • Right to Know • Team Meetings, Grade Level Meetings, Department Meetings • Summer Academies (CI or Technology) • Superintendent's Days 	Mohawk Regional Information Center - MORIC : <ul style="list-style-type: none"> • Frontline Product Training • Model Schools • Technology Trainings • Google Apps Training • Data Workshops • COGNOS Training
Jefferson-Lewis BOCES: <ul style="list-style-type: none"> • Professional Development • School Library Systems • Distance Learning Programs 	RSE-TASC – Regional Special Education-Technical Assistance Support Centers
APL Associates – Effective Teaching	JLTC - Jefferson-Lewis Teacher Center

Apple	Unions (NYSUT, SAANYS, NYSCOSS)
All NYS BOCES	JLSBA – Jefferson Lewis School Boards Association
LCI – Learner Centered Initiatives	NYSBBA – NYS School Boards Association
NYS Teacher Centers	ASCD – Association for Supervision and Curriculum Development
Ferrara and Fiorenza	NBI - National Business Institute
Breakthrough Coach	CARD – Center for Autism and Related Disabilities
Oswegatchie Educational Center	Science Teachers Association of NYS
International Center for Leadership in Education (ICLE)	NYS English Council
PBL-Buck Institute	NYS Council for the Social Studies
On-Line Professional Learning Communities	Association of Mathematics Teachers of NYS
NYSED – NYS Education Department	NYS Technology & Engineering Educators
NYS Association of Family and Consumer Science Education	NYS Computer & Technical Education
NYS Association for Health, Physical Education, Recreation and Dance	NYS Music Teachers Association
RBE-RN – Regional Bilingual Education – Resource Networks	Orton-Gillingham
RSANYS – Rural School Association of New York State	DATAG – NYS Schools Data Analysis Technical Assistance Group
Master Teacher	Character Counts/Drake University
Cornell Cooperative Extension	Safe Schools
The Reading League	AASL
Crisis Prevention Institute	ASHA - American Speech-Language-Hearing Association
ASCA - American School Counselor Association	NYSCA - New York State School Counselor Association