Orchard Park Central School District
Professional Development Plan
2019-2020

Introduction

The contents of the Orchard Park Central School District Professional Development Plan include three main components. The first component, “A Plan for Professional Growth and Participation” has as its goal the improvement of the quality of teaching and learning by ensuring that teachers participate in substantial professional development. This plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one’s competence and expertise.

The second component of the District Professional Development Plan consists of the “Annual Professional Performance Review (APPR)”. The primary goal of the Professional Performance Review is to evaluate and improve the teaching/learning process in order to meet the developmental and educational needs of students, as well as to promote the professional needs of the faculty.

The third and last component of the Orchard Park Professional Development Plan is the “Mentoring Program”. The goal of the mentoring program in the district is to improve the quality of education through the collegial interaction of the entire staff – administrators, instructional leaders, classroom teachers, counselors, and support staff. Mentoring in our school district encourages excellence in the instructional program through good teaching, effective administrative leadership and supervision and support of students through school related personnel.
ORCHARD PARK CENTRAL SCHOOL DISTRICT

A PLAN FOR PROFESSIONAL GROWTH AND PARTICIPATION

PROFESSIONAL DEVELOPMENT COUNCIL
May 2018

NYSED
CR 100.2
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Orchard Park Central School District's

Vision Statement

We give our students the vision to reach for the stars, the skills and fortitude to climb the ladder, and the wisdom to appreciate the beauty of the journey.

Mission Statement

Through partnership with families, community, and the Orchard Park Central School District, students will:

- Achieve their fullest potential
- Develop critical thinking, creativity, and character
- Become healthy, lifelong learners
- Be responsible and contributing members of an ever-changing and global society

Guiding Principles

Our belief in fostering partnerships with parents, students and the community to provide an education of distinction and excellence has led to the formulation of these Guiding Principles.

Orchard Park Central School District will:

- Provide a healthy, safe and innovative learning environment.
- Focus resources on the continuous improvement of student achievement, citizenship and character development.
- Make informed decisions based on data analysis, educational research, and professional and/or community input.
- Foster a professional learning community that is enhanced through the support of staff development, ongoing curriculum evaluation and design, effective instructional practices and integrated technology.
- Embrace and encourage communication, accountability, long range planning and fiscal responsibility among constituent groups.

Based on these guiding principles, a three-year Comprehensive District Education Plan (CDEP) was developed. Goals established by the CDEP Committee were adopted by the Board of Education in June 2015. The following goals are based on the work of the Goal Setting Committee and were adopted by the Board of Education for the 2015-16 school year.
2019-2020 BOARD OF EDUCATION GOALS

WORKING GOAL

Continue to implement and monitor the academic strategies, professional development and availability of resources as established in the three-year Comprehensive District Education Plan (CDEP).

FOCUS GOAL #1

FOCUS GOAL #2

FOCUS GOAL #3

The Board of Education will receive regular updates on the achievement of these goals and the goals of the Comprehensive District Education Plan.
PURPOSE

The purpose of this plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.

The Principles upon which this plan is based are, therefore, to:

• Improve learning and achievement for ALL students
• Provide a safe environment for ALL students and staff
• Improve teacher and staff effectiveness
• Maintain high standards for ALL teachers and staff
• Enhance the intellectual stimulation of ALL teachers and staff
• Promote continuous, relevant teacher and staff learning

The OPCSD Professional Development Council has designed the following plan to ensure that each staff member is provided with job-embedded opportunities for growth and participation leading to an improved quality job performance.

The plan prescribes an emphasis for collaboration and reflection with colleagues, site-determined experiences responding to expressed needs, and individually designed activities to further one’s competence and expertise.

Teacher standards herein endorsed and adhered to will help our students achieve and master the NYS Common Core Learning Standards. To implement and maintain these teacher standards, the individual will be held accountable through his/her professional growth and participation in the educational issues of our day.
NEW YORK STATE TEACHING STANDARDS
(revision by the Board of Regents, September 2011)

The New York State Board of Regents has endorsed the following seven (7) teaching standards:

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard V: Assessment and Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.
Each of our six (6) school building staff development committees is represented on the District Professional Development Council, which has the responsibility for designing this plan. Teachers on the Council are first selected by the Orchard Park Teachers Association. All members of the Council, inclusive of administrators, teachers, parents, support staff, and higher education representatives, are appointed by the Orchard Park Central School District Board of Education.

Professional growth and participation hours per year is the standard set by, but not limited to, Superintendent’s Conference Days, the annual school calendar, and school site activities determined by each building.

ASSESSMENT INSTRUMENTS

This professional growth and participation plan is aligned with the NYS Common Core Learning Standards and assessment program. Student learning gaps are identified by individual performance on the English Language Arts and mathematics assessments (Grades 3-8); the science assessment (grades 4 and 8); and in Grades 9-12, on the Regents examinations program. In addition, universal screening tools, district-developed assessments, such as the early literacy profile; publisher and teacher made tests; local common assessments; and the quarterly report cards are all measures of benchmark performance used to determine student success and to articulate student needs.

We recognize that public education in New York is a standards-driven process with significant assessment experiences to provide accountability for the student, teacher, school and district. Therefore, the district encourages the work of the Professional Development Council; Curriculum Council; Administrative Sub-Cabinet; Administrative Cabinet; Special Education Council; and the Leadership Council. The role of administrators, curriculum coordinators, instructional leaders, grade-, team-, and department-level discussions aimed at analysis, diagnosis, and corrective action is of critical importance to filling learning gaps and providing classroom experiences for students to meet and exceed the standards.

This professional development plan is continuous and aligned with the Comprehensive District Education Plan (CDEP), reflecting a multi-year approach to improve student performance. The CDEP will help shape future professional development plans.

The Orchard Park Central School District is committed to supporting the development of effective teachers and administrators. To this end, the District engages in an evaluation process of all professional staff. In accordance with the Education Law 3012d, our district’s APPR plan and practices were revised and detailed in our APPR plan submitted and approved by NYSED in December 2012. The APPR process and evaluation tool drives the professional growth experience for each individual.
For those teachers and principals subject to Education 3012d, the Board of Education has approved a plan which will result in a professional receiving a single composite effectiveness score and final quality rating of “highly effective,” “effective,” “developing,” or “ineffective.” Such scores will be based on assessment data (i.e. student growth and local measures) and state approved rubrics to evaluate performance including observations, goal setting, and artifacts. Teachers will be evaluated using the Framework for Teaching (2007) by Charlotte Danielson, and principals and assistant principals will be evaluated using the Multidimensional Principal Performance Rubric.

Those teachers and principals not subject to Education Law 3012d (i.e. school psychologists, etc.) will participate in an APPR process to determine the goals and improvement needs for each professional. Effectiveness will be measured by manifest changes in teacher professional behaviors and so documented on the APPR form.

CONGRUENCE AMONG STUDENT AND TEACHER NEEDS AND DISTRICT GOALS

Student performance deficiencies are identified by:

- Students not actualizing their maximum potential in personal and academic development.
- Students not achieving the state reference point on the New York State Standards and Assessments.
- Students not performing with distinction on the New York State Testing Program.
- Students not making reading progress at expected rates as determined through the universal screening tool.

District Professional Development goals are focused to accomplish the following:

- All students will meet the New York State Learning Standards and increasing numbers will perform with distinction as defined in the Comprehensive District Educational Plan. The District will increase the percentage of students graduating with Advanced Diplomas from 62% to 68%; increase the percentage of students participating in AP Honors and accelerated courses by 10%; increase the ranking of students scoring at mastery level on Grades 3 – 8 state assessments to the top 5 in Erie County; and K – 12 special education students and economically disadvantaged students will meet and/or exceed the AMO.
- We will enhance professional knowledge, skills, and awareness of pedagogical experiences. The Comprehensive District Educational Plan has identified these focus areas: common core learning standards, differentiated instruction, using data to inform
instruction, autism, common and summative assessments, and bullying prevention strategies (Olweus).

Teaching Standards I, II, III, IV and V

- We will promote research, collaboration and reflection to improve professional performance. The Comprehensive District Educational Plan indicates that improved collaboration between the Middle School and High School shall occur to increase the number of students graduating with Advanced Diplomas. The CDEP also calls for common collaboration time to analyze data and discuss best practices for Regents Chemistry and Algebra II/Trig. Identified areas of research include: instructional start times, special education service delivery models and the effectiveness of ability grouping versus whole group instruction.

Teaching Standards V, VI, and VII

*These three goals are of equal importance and should be pursued simultaneously.*

Teacher content and practice needs are:

- Teachers will plan, analyze, and evaluate curriculum, assessments, and teaching strategies to better meet student needs and improve the performance of all.

- Teachers will continually gather, process, and apply information for improved instruction by continually updating their skills.

- Teachers will continually improve content knowledge, instructional strategies, use of instructional technology, pedagogical knowledge, and awareness of contemporary educational research and professional literature.

- Teachers will be involved with collegial circles, professional learning communities, and study groups along with individually-determined growth and development experiences.

**NEEDS ASSESSMENT SOURCES TO BE USED FOR PLANNING:**

Basic Educational Data System
Comprehensive Assessment Report
Special designation schools, Schools under Registration Review, Title I
Student attendance rates
Graduation and dropout rates
  - Student performance results disaggregated by ethnicity, gender, socioeconomic status, and other special needs
Locally selected assessment tools such as FASTBridge/STAR Universal screening, running records, and other components of the early literacy portfolio (elementary grades)
State benchmarks for student performance
National benchmarks for student performance - SAT, PSAT, ACT, AP
Student aspirations
Student surveys, including Olweus Bullying Questionnaire and the Developmental Asset Survey
Longitudinal data
Student/teacher ratios
Teacher turnover rate
Teacher proficiency data
Teacher surveys
Teacher self-assessment
Curriculum surveys
Standards-based Curriculum Maps
Community employment opportunities
  Local examinations and report cards

Parent surveys
Interviews with students one year post-graduation
Exit interviews with retiring staff members
Long Range Plan for Technology
CDEP Reports in the Data Warehouse
College Board Advanced Placement Data
APPROPRIATE ACTIVITIES

Guidelines

- Professional development should be shaped by teacher needs, as evidenced by results of Annual Professional Performance Reviews.

- A demonstrated increase in teaching skill (or increase in instructional methodologies and/or content knowledge) is an expected outcome of an individual’s professional development.

- Teachers must remain current in their knowledge base of content subject matter and instructional strategies.

- Teacher learning opportunities should be clearly constructed and based on research in effective teaching.

- Teachers can minimally meet professional development expectations by completing hours related to contractual obligations and planned activities on designated staff development days.
Professional development activities/experiences must be assessed on an on-going and continuous basis for intended impact. Use of defensible evaluation tools/methods must be used to determine modifications to planned activities/experiences.

The following categories of activities are considered acceptable activities and learning opportunities.

**Academic Courses**

- Courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and consultants, including independent professional development service providers.

- Coursework may or may not be in pursuit of an advanced degree, but the link to improvement of instructional technique or content knowledge needs to be paramount.

- Coursework or other professional development events completed by a teacher to fulfill requirements for annotations to current certification.

- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

**Teacher Learning Opportunities**, focused on improving practice through individual or collaborative activities

- Groups of teachers coming together for case studies of student work and development
- Participation in regional and local scoring of State assessments, assessing student portfolios
- Creating and assessing teacher portfolios
- Mentoring programs
- Action research projects (includes on-line research)
- Study (collegial) group activities, structured guided reflection activities focused on student learning
- Peer coaching
- Planning/developing curriculum
- Reviewing class performance data over time to make decisions about one’s own professional development, based on student outcomes
- Collaborating on the development of new programs and instructional methods, including visitation to other classrooms and districts
- Teacher of the Year recipient
• Participation in the District’s Teacher Academy
• BOCES 1 and 2 Consortium Groups
• Participation in regional, state, and/or national workshops and learning opportunities

**Teacher Leadership**

• NYSTCE “assessor” or test development committee member
• Service as mentor
• Delivering professional development (e.g., conducting workshops)
• Development of Statewide curriculum, assessment item writing, or scoring activities
• Elected office in professional organizations
• Service as teacher center director or policy board member
• Service on the State Professional Standards and Practices Board
• Participation in Professional Development School activities or other school-college teacher development partnerships
• Service as an instructional leader, coordinator, or building committee chairperson

**Other Educational Service**

• Publishing in educational journals
• Presenting a major paper
• Developing and presenting a workshop at a district, state, or national conference
• Serving on district or building level shared decision-making ([CR 100.11](#)) committees
• Serving on a CDEP committee
• Educationally-oriented community service
Sample Record Form

Record of professional growth and participation experiences for the school year

Name ____________________ Building ____________________

Growth and participation goals:
   a. 
   b. 
   c. 
   d. 

Academic courses attended:
   a. 
   b. 
   c. 
   d. 

Teacher learning opportunities:
   a. 
   b. 
   c. 
   d. 

Teacher leadership roles
   a. 
   b. 
   c. 
   d. 

Educational services to community and profession:
   a. 
   b. 
   c. 
   d. 

This form is to be submitted to your building principal at the time of your Annual Professional Performance Review.
ADMINISTRATION

The professional growth and participation for the district administration will honor the same expectations it proposes for teachers. Beyond the three (3) staff development goals for teachers, the administration has established a fourth (4th) goal. That goal states:

The District Administration will develop a common understanding, procedure, and criteria for the evaluation of all personnel.

Administrative staff development activities to achieve this goal include common substantive knowledge about performance standards, role expectations, observation items, student population, evidence of effectiveness, and the recording of information for evaluative purposes consistent with Education Law 3012d. To this end, administrative staff assigned to observe and evaluate teachers will meet the requirements outlined in Education Law 3012d to be deemed by the Superintendent of Schools as lead evaluators. This includes, but is not limited to, evaluation and observation training for all new administrators and ongoing inter-rater reliability sessions to ensure consistency and reliability in our observation/evaluation practices.

The time to pursue these goals will be ongoing throughout the year in the format of summer in-service weeks, Superintendent’s Conference Days, Administrative Cabinet agendas, in-service training, and the annual school year and day calendar.

Further, all members of the Orchard Park Principals’ Association shall participate in a mentoring program during their first year of appointment to a new position. The goal is to provide support for building level administrators in the areas of leadership, building and district operations and resources, school and community culture, contractual matters, and professional growth (see pages 49-59).

SCHOOL-RELATED PROFESSIONAL

Our district believes that all of its employees share in the responsibility for creating an environment conducive to success for all students. We must continually reflect on the experiences provided for these students. Therefore, training and education will be made available to every SRP. This effort will result in an improved total school environment for our students as well as our staff.

The goal, therefore, is:

Each new member of the SRP Unit will be offered mentor job training and educational opportunities to enhance his/her daily job performance.

Among the priorities here will be training in student behavior management, instructional support, computer technology, emergency medical training, job-specific health and safety training, and legal issues.
EVALUATION

This plan will be evaluated for both individual and programmatic effectiveness. Effectiveness is measured by a resultant change in teacher/staff practice and behavior as well as attainment of CDEP SMART goals. The district staff will enhance the quality of teaching and learning for all through the processes of reflection and self-assessment, collaboration with peers, and extending a knowledge base for improved instructional delivery. Interdependence with professional colleagues is the conceptual hallmark of this plan.

The implementation of the plan will be manifested in the efficient scheduling of time currently available by contract, calendar, and the creation of more hours through substitution and release time.

DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL MEMBERSHIP 2018-2019

OPTA
Kim Kent – Ellicott
Josh Dannecker – High School – OPTA appt.
Kelly Giallella – High School – OPTA appt.
Paul Kloster - Middle School
Suzanne Schmidt – Windom
Michelle Doster – Eggert
Tammy Kirsch – South Davis
Mary Kolodziejczak – Windom
Nicole Holler- OPHS/Eggert/Windom

PARENT
Dina Lucas

HIGHER EDUCATION
Beth Tarquino – Bryant and Stratton

OPPA
Jon Wolf – High School
Paul Pietrantone – Ellicott
Phil Johnson - Windom
Molly Dehlinger -Middle School
SRPs
Lynne Sweet – South Davis
Mike Piatko – District Office
Pam Shannon – District Office
Amanda Alba – District Office
TBD – School Building

DISTRICT
Lisa Krueger, Co-Chairperson

OPCOA
TBD
Wendy Gloss, Co-Chairperson
PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION

School District: ___________________________________ BDES Code: ____________________________

The superintendent certifies to the Commissioner that:

1. The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

2. The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been meet.

3. The school district or BOCES has complied with the professional development plan applicable to the current school year.

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

5. 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 and teacher needs and district goals and objectives.

6. The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

7. The plan complies with CR 100.2(dd) to:
   • describe and implement a mentoring program for new teachers;
   • provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
   • ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
   • state the average number of hours each teacher is expected to participate in professional development in the school year(s) covered by the plan;
   • describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources;
   • provide staff with training in school violence prevention and intervention; and
   • provide professional development to all professional and supplementary school staff members who work with students with disabilities.

8. The plan has been reviewed and/or revised in accordance with the most current version of 100.2(dd). The latest version of CR 100.2 (dd) can be found at: http://www.emsc.nysed.gov/part100/pages/1002h.html.

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

Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

_______________________________ Date ____________________________

Updated 8/18/06
ORCHARD PARK CENTRAL SCHOOL DISTRICT
ANNUAL PROFESSIONAL PERFORMANCE REVIEW

GOAL
The goal of the Annual Professional Performance Review is to develop an improved method of evaluating teacher performance which reflects the criteria established by the Commissioner of Education in accordance with Education Law 3012-d.

PURPOSE
The purpose of the Annual Professional Performance Review is to evaluate and improve the teaching/learning process in order to meet the developmental and educational needs of students, as well as to promote the professional needs of the faculty.

PROCESS
The Annual Professional Performance Review has as its primary focus the improvement of instruction/learning with an emphasis on professional growth, taking into account district and state standards for student performance.

The Orchard Park Central School District remains committed to a process that is positive and constructive in nature, encourages professional growth and reinforces the characteristics of excellent teaching and learning. To this end, we realize that there are differences in the needs of individual teachers that must be taken into account. Therefore, the Professional Performance Review Process is somewhat different for probationary teachers as compared to tenured teachers. Further, the Annual Professional Performance Review Process differs for professional staff under Education Law 3012-d compared to the process for those not included in Education Law 3012-d. The Professional Performance Review process for all professional staff is outlined in the following sections.
REVIEW PROCESS FOR PROBATIONARY TEACHERS UNDER EDUCATION LAW 3012-d

The focus of the review process for probationary teachers is to assist them in further developing the skills necessary to teach effectively as well as to provide an environment that will allow them to practice and implement these skills.

Teachers in their first year of employment with the district will be assigned a mentor to assist them in assimilating into the building/district/community.

Announced observations shall be conducted by the employee’s building administrator. Observations conducted by the employee’s building administrator shall account for 90% of the score.

At least one unannounced observation will be conducted by a tenured District administrator not regularly assigned to the employee’s building. This observation shall account for 10% of the score. In a year in which no announced observation is required pursuant to this agreement, the second unannounced observation will be conducted by the employee’s building administrator and shall account for 90% of the score.

Teachers will have at least two (2) unannounced observations and at least one (1) announced observation in each of their probationary years.

Teachers will receive an annual composite score based on the following factors/calculation:

- 50% of the composite score will be based on observations. All factors of this aspect of the composite score (i.e. 50%) will be based on the criterion outlined in the Framework for Teaching by Charlotte Danielson;
- 50% - student growth on state assessment or other comparable measures of student growth

Teachers will receive a final quality rating based on composite scores as follows:

The above process may also apply to regular substitute and part-time teachers.
REVIEW PROCESS FOR PROBATIONARY TEACHERS NOT SUBJECT TO EDUCATION LAW 3012-d

The focus of the review process for probationary teachers is to assist them in further developing the skills necessary to teach effectively as well as to provide an environment that will allow them to practice and implement these skills.

Teachers in their first year of employment with the district will be assigned a mentor to assist them in assimilating into the building/district/community.

Teachers not subject to Education Law 2013c (i.e. school psychologists, social workers, guidance counselors, etc.) will have at least two (2) classroom observations in each of their probationary years. In addition, they will have a summative annual performance review. This criteria is outlined in the Annual Professional Performance Review document included in pages 30-33 of this document.

The above process may also apply to regular substitute and part-time teachers.

REVIEW PROCESS FOR TENURED TEACHERS UNDER EDUCATION LAW 3012-d

The focus of the review process for tenured teachers will be the continuous improvement of instruction and individual professional growth. Tenured teachers will be observed at least twice annually. Announced observations shall be conducted by the employee’s building administrator. Observations conducted by the employee’s building administrator shall account for 90% of the score.

At least one unannounced observation will be conducted by a tenured District administrator not regularly assigned to the employee’s building. This observation shall account for 10% of the score. In a year in which no announced observation is required pursuant to this agreement, the second unannounced observation will be conducted by the employee’s building administrator and shall account for 90% of the score. During a three-year period, a tenured teacher performing at an effective or highly effective level will experience the following observation schedule:

- Year one – two (2) unannounced observations;
- Year two – two (2) unannounced observations;
- Year three – one (1) announced observation and one (1) unannounced observation.

An observation or an overall composite score quality rating falling in the ineffective or developing range may result in additional observations.

Teachers will receive an annual composite score based on the following factors/calculation:
• 50% of the composite score will be based on observations. All factors of this aspect of the composite score (i.e. 50%) will be based on the criterion outlined in the Framework for Teaching by Charlotte Danielson;
• 50% - student growth on state assessment or other comparable measures of student growth

Teachers will receive a final quality rating based on composite scores as follows:

When a teacher receives a final quality rating of ineffective or developing, a Teacher Improvement Plan (TIP) shall be developed by the district in consultation with the teacher and an OPTA representative. The TIP will detail the area or areas in need of improvement, the timeline for implementing and monitoring the TIP, statement of activities to support improvement (i.e. educational conferences, mentor support, etc.) and assessment of improvement. For additional information on the TIP process, see page 28.

The above process may also apply to regular substitute and part-time teachers.

**REVIEW PROCESS FOR TENURED TEACHERS NOT SUBJECT TO EDUCATION LAW 3012-d**

The focus of the review process for tenured teachers will be the continuous improvement of instruction and individual professional growth. The methodology for review may be requested by the individual teacher or teachers and approved by their administrator. However, a formal classroom observation by an administrator is required at least once every three years. Completion of the Annual Professional Performance Review for tenured teachers meeting the criteria is scheduled to be a four-year plan.

A tenured teacher in need of improvement may not have all review choices available. The methodology for review of this individual will be determined by the responsible administrator in discussion with the teacher. Any teacher evaluated as unsatisfactory shall have available an intervention mentor per the current collective bargaining agreement.

The tenured teacher or teachers, with the approval of the responsible administrator, will document performance using a variety of review options. These may include, but are not limited to, the use of the following:
> Structured self-reflection
> Assessment of teacher/student performance videotapes
> Certificates, awards, honors, etc.
> Student/teacher portfolios review
> Peer collaboration
> Review of standardized test patterns and statistical information
> Individual/group work (i.e.: within a department/group)
> Participation in professional growth

**TENURED TEACHERS IN NEED OF INTERVENTION**

At any time should a teacher be unable or unwilling to successfully address the identified criteria or should criteria rated unsatisfactory be so severe, the teacher will be placed in a teacher intervention program (TIP). Any teachers receiving an overall composite quality rating of ineffective or developing will be placed in on a TIP as per the APPR.

1) The teacher will be offered an intervention mentor in accordance with the current collective bargaining agreement. The mentor will be an active participant in this process including attendance at all formal communication meetings.

2) Together with the responsible administrator, teacher, and mentor, measurable goals will be established and a timeline for progress/successful completion will be set.

3) The intervention plan will continue to focus on criteria within the Professional Performance Review. It will also include recommendations for professional growth, i.e. university course work, in-service, staff development, peer observation/coaching, portfolios, etc. directly related to the identified area(s) rated unsatisfactory.

4) It is expected that the responsible administrator(s) will perform on-going formal and informal observations.

5) It is expected that ongoing meetings, as well as oral and written communications, will be provided by the responsible administrator to assess and document progress.

6) The assumption is that the goals for improvement will be met and the tenured teacher will then return to the regular Professional Performance Review process.

7) If the goals are not achieved, the matter shall be referred to the Assistant Superintendent for Human Resources and Administration for further considerations/actions.
Name ___________________________ School(s) ___________________________

Grade/Subject __________________________

Beginning Date __________________________ Completion Date __________________________

Teacher Status: ____ Probationary _____ Tenured _____ Regular Substitute _____ Part-time

M = Meets Criteria;  P = Progressing;  U = Unsatisfactory

CRITERIA

1. CONTENT KNOWLEDGE – The teacher shall demonstrate a thorough knowledge of the subject matter and curriculum.

   PERFORMANCE

   School Year
   M   P   U
   ____  ____  ____

   1.1) Demonstrates content integration while meeting local and NYS Standards

   1.2) Demonstrates ability to respond to student questions related to content

   1.3) Connects skills to authentic (real life) applications

   1.4) Presents content in an accurate manner

2. PREPARATION – The teacher shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

   M   P   U
   School Year
   ____  ____  ____
2.1) Aligns lessons with core curriculum and NYS Standards
2.2) Plans a variety of instructional techniques
2.3) Allocates instructional time effectively
2.4) Determines instruction based on student/class needs

3. INSTRUCTIONAL DELIVERY – The teacher shall demonstrate that meaningful lesson plans and the delivery of instruction result in active student involvement, appropriate student/teacher interaction and learning.

School Year
M  P  U

3.1) Involves and engages students in active learning
3.2) Incorporates a variety of teaching techniques to meet varying learning styles (i.e., cooperative learning, critical thinking, problem-based learning, etc.)
3.3) Uses a variety of resources, materials, references, etc.
3.4) Shows effective use of time on task
3.5) Demonstrates effective questioning skills
3.6) Presents lessons appropriate to the ability level of students
3.7) Demonstrates flexibility, adapts instruction/lessons
3.8) Checks for student understanding and adjusts as needed
3.9) Incorporates technology

4. CLASSROOM MANAGEMENT – The teacher shall demonstrate classroom management skills supportive of diverse student learning needs which create an environment conducive to student learning.

School Year
M  P  U
4.1) Promotes a safe, positive and organized classroom environment conducive to learning
4.2) Sets high expectations; communicates them clearly and consistently
4.3) Emphasizes respect for others
4.4) Encourages student pride in achievement
4.5) Accepts primary responsibility for classroom management and discipline

5. STUDENT DEVELOPMENT – The teacher shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate instructional strategies for the benefit of all students.

School Year

| M | P | U |

5.1) Understands how students learn and develop
5.2) Demonstrates understanding of pedagogy
5.3) Promotes the wellbeing of students
5.4) Diagnoses and designs instruction based on student needs

6. STUDENT ASSESSMENT – The teacher shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students’ progress in learning.

School Year

| M | P | U |

6.1) Reviews, assesses, and adjusts practice based on student need and performance
6.2) Uses a variety of means and instruments
6.3) Uses student performance data to plan instruction
6.4) Communicates assessment procedures to students
6.5) Involves students in understanding how to improve their performance
6.6) Communicates with students, families, and others regarding student progress

7. COLLABORATION – The teacher shall demonstrate that he or she develops effective collaborative relationships with students, parents or caregivers, as needed and appropriate support personnel to meet the learning needs of students.

8. REFLECTIVE AND RESPONSIVE PRACTICE – The teacher shall demonstrate that practice is reviewed, effectively assessed, and appropriate adjustments are made on a continuing basis.
COMMENTS: (Statements related to performance review)

FUTURE GOALS: (Statements related to future review methods, professional growth, etc.)

Teacher’s Signature

Date

Administrator’s Signature

Date

(Signature indicates receipt of review form and does not necessarily indicate agreement with ratings)
In accordance with the Board of Regents regulations [8NYCRR 102.2 (dd)] which amends school district professional development plans to include mentoring programs, the Orchard Park Central School District has developed and include the following mentoring program as a component of its plan for professional growth and participation:
I. INTRODUCTION

Teaching encompasses intuitive, cognitive, affective, and judgment abilities. Effective mentoring can help the intern develop these skills. Webster defines a mentor as a trusted counselor or guide, tutor, coach, friend entrusted with education. The goal of mentoring is to improve the quality of education through the collegial interaction of the entire staff – administrators, instructional leaders, classroom teachers, counselors, and support staff. The mentor is an important facilitator in fulfilling the goals of the program. Mentoring in the Orchard Park Central School District encourages excellence in the instructional program through good teaching.

Recommendations of the mentors and interns are vital to the success of the Orchard Park Central School District mentoring program. Therefore, periodic re-evaluation of this document is recommended.

In this plan, the term “intern” refers to a person for whom a mentor has been provided. No other definition is intended either implicitly or explicitly. The term “teacher” is defined by the “Collective Negotiations Agreement between the Orchard Park Central School District and the Orchard Park Teachers Association.”

II. ATTRIBUTES OF THE TEACHER MENTORING MODEL USED AT OPCSD

1. Mentors are trained.
2. Mentors receive a stipend as described in the teacher’s contract.
3. Each mentor preferably is assigned no more than one intern per year.
4. Mentoring at OPCSD is non-evaluative.
5. Mentoring at OPCSD encourages self-reflection.
6. The Mentor-Intern relationship is confidential and collegial in nature. 
7. Administrators may share, with the mentor and the intern, their thoughts regarding the performance and progress of the intern. However, administrators don’t request mentors to report on the progress and performance of an intern.
8. Mentors visit their interns and watch them do their job at least twice during a year of mentoring.
9. Mentors meet both formally and informally with interns.
10. Mentors are expected to cover all items on the checklist. Some items are covered in greater depth than others depending on the needs of the intern.
11. Mentors are expected to arrange a 3-way meeting involving the mentor, the intern and the administrator in charge of the intern’s formal observation process to discuss the observation process.
12. Administrators are open to the possibility that the mentor might participate in the pre-observation conference and/or the observation and/or the post observation conference. The mentor’s participation in the above mentioned parts of the observation process would be with the agreement of the intern and the administrator.
13. Mentors and interns acknowledge the end of their contractual relationship by signing the “Superintendent Verification of Mentored Experience” form. The mentor and intern are to complete both sides of this form and send it to the Human Resource office. The HR office will review the form, have the superintendent sign the Verification form and will place a copy into the intern’s file. The original Superintendent Verification of Mentored Experience form will be returned to the intern.

III. PROCEDURE FOR SELECTING MENTORS

1. After being trained, an individual may nominate himself in order to be placed in the mentor pool. A copy of the training certificate received from completing the training should be sent to the shared decision making/building effectiveness team (SDM/BET) or its designated representative (mentor coordinator or other teacher).
2. The mentor/intern pairing will result from the collaboration between the principal and the mentor coordinator or other teacher(s) from the mentor pool who have been empowered by the SDM/BET.

Teachers hired before the September opening of school should have a mentor assigned prior to the first day of school. Teachers hired subsequent to the opening of school should have a mentor in place on their first day of employment.

Mentors are to be provided to all new teachers and new regular substitutes.

Further, the district will consider providing limited mentor assistance for unusual situations, if requested in writing by a teacher. The teacher should provide his or her rationale, including the impact on instruction, to the Assistant Superintendent for Curriculum and Pupil Services. An administrative decision will be made promptly and the parties informed.
The District expects that most grade level changes and building changes, particularly those that are voluntary, would not warrant a mentor assignment, and those that do would typically only require a mentor on a short term or reduced basis. However, each situation will be considered separately.

IV. PREPARATION OF MENTORS

All those involved with the mentoring program in the Orchard Park Central School District recognize the importance of ongoing mentor training. This program will be provided by the District and the Orchard Park Teachers Association. An analysis of the training needs will be ongoing in order to determine training topics. Mentors will be involved in the collaborative planning of training sessions.

The current mentor training course in the Orchard Park Central School District consists of a mandatory 15 contact-hour training. This course includes two out-of-class assignments that require participants to do a classroom visit within the school day. The course also includes, but is not limited to, activities and topics such as:

1. OPCSD Mentor Program
2. Purpose of mentoring
3. The nature of the mentor/intern relationship
   4. Time management of the mentor/intern relationship
5. Building culture
6. Comparison of educational philosophies
7. Role-playing scenarios
8. Purpose and Process of Formal Observations and APPR
9. The required Superintendent Verification of Mentored Experience form

V. TYPES OF MENTORING ACTIVITIES

In the Orchard Park Central School District, a mentor will be expected to do the following:

1. Provide guidance and stability to the intern.
2. Assist the intern in the implementation of the policies and procedures of the school building and system.

3. Familiarize the intern with the curriculum and assist in the planning and execution of the educational program.

4. Assist the intern in identifying the various human and curricular resources that can assist in the educational process.

5. Observe the intern, provide advice, and demonstrate various techniques in instruction, discipline, classroom management, and professional responsibilities.

6. Facilitate opportunities for the intern to observe other professionals in the classroom environment.

7. Provide guidance in dealing with parents and community groups.

8. Encourage and establish communication among the administration, mentor and intern for periodic review of the mentoring process.

9. Discuss relevant items on a district approved checklist.

10. Submit the statement of completion referred to as Superintendent Verification of Mentored Experience form to the Human Resource office at the end of the mentoring experience. The HR office will review the form, have the Superintendent sign the form, and will return the original to the intern. One copy of this form will be maintained in the intern’s personnel file. The intern is responsible for submitting the form to the State Education Department.

**VI. TIME ALLOCATION FOR MENTORING**

Time allotted for mentoring in the Orchard Park Central School District may include, but shall not be limited to, scheduling common planning sessions before and after the school day and during summer orientation sessions. The length of service for a mentor will begin on the date of Mentor/Intern assignment by SDM/BET and conclude 10 school months later. The mentor will be paid a stipend as stipulated by the current “Collective Negotiations Agreement between the Orchard Park Central School District and the Orchard Park Teachers Association”. Mentoring experiences of less than a full 10-month year are prorated.

**VII. RECORD KEEPING REQUIREMENTS**

It is acknowledged that the Orchard Park Central School District is required to maintain documentation of the implementation of the mentoring program. Such documentation shall include for each individual receiving mentoring pursuant to the mentoring program the following:
The mentor and intern are required to submit a “Superintendent Verification of Mentored Experience” form to the Human Resource office at the end of the mentoring experience. The HR office will review the Verification form, have the Superintendent sign the form, and will return the original form to the intern. One copy of this form will be maintained in the intern’s personnel file.
VIII. Superintendent Verification of Mentored Experience

This form is to verify that a mentored teaching experience was completed by the individual named below. It is to be confirmed by the superintendent of schools or, if the mentored experience was completed while the candidate was employed by a nonpublic school, the principal or person in equivalent position with the school.

This form must be completely filled out by candidates who are submitting an application for a PROFESSIONAL teaching certificate. Candidates for Professional certification are required, in accordance with Part 80-3.4 of Commissioner’s Regulations, to complete a Mentored teaching experience in their first year of teaching with a New York State Initial classroom teaching certificate. Please complete the shaded areas verifying that the candidate received a mentored experience in his/her first year teaching while employed by the district/BOCES/nonpublic school or was exempted from this requirement. COMPLETED FORMS ARE TO BE SENT TO HR FOR PROCESSING.

NOTE: Teachers who have already received professional certification, and are using this form to verify their mentoring experience, need not fill in either box in the shaded area below.

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<th>First Name</th>
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<tr>
<th>Mentored Teaching Experience</th>
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<td>(Check and complete only one of the following boxes and the Attestation)</td>
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- The candidate named above served as a classroom teacher and received mentoring in fulfillment of teacher certification requirements (CR Part 80-3.4) for the Professional teaching certificate during the _____________________ school year. Such mentoring was in accordance with CR Part 100.2 (dd) (iv).

- The candidate named above was determined to have met conditions for a waiver to the requirement for completion of the mentored experience in accordance with CR Part 80-3.4. The candidate had at least 2 years of teaching experience at _______________________________ school/school district prior to being employed in this school district under an initial certificate.

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<th>Attestation of Chief School Officer</th>
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I confirm that the above information is correct and documentation to support this information is retained at the district for examination by the Commissioner of Education or his/her representative.

Signature of Superintendent/Nonpublic Chief School Officer | Date
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Print Name Matthew P. McGarrity

Superintendent’s/Nonpublic Chief School Officer’s Phone # 716-209-6380

Superintendent’s/Nonpublic Chief School Officer E-mail mmcgarrity@opschools.org

District/Nonpublic School Name Orchard Park Central School District

District/Nonpublic School Address 2240 Southwestern Blvd

West Seneca, NY 14224

Agency/Nonpublic School Code (in applicable) n/a

Please Return Completed Form to: NYSED Office of Teaching Initiatives, 89 Washington Avenue EB RM 5N, Albany, NY 12234

Superintendent Verification of Mentored Experience

NOTE: Both sides of this form are to be completed at the conclusion of the mentoring experience and forwarded to HR for processing.
STATEMENT OF COMPLETION OF MENTORING

Name of Intern ____________________________________________ School ____________________________________________

Area/Grade ____________________________________________

Mentor Name: ____________________________________________ Dates of Mentor Experience: ○ 10-month ○ Other

Dates: __________________ to __________________

The individuals named above participated together in the Orchard Park Central School District Mentoring Program as described in the Orchard Park School District Professional Development Plan.

The mentoring experience involved a minimum of 40 hours. Discussion topics included, but were not limited to, the following:

- Discuss and provide guidance in teaching skills, e.g., lesson preparation, hands on activities, etc.
- Curriculum development – in association with Instructional Leader; review specific grade-level curriculum and district-wide curriculum
- Acquisition of materials – e.g., general supplies, budget or requisition forms, books, resource materials – LMC, BOCES, inter-school loan, etc.
- Procedures for out-of-classroom activities – e.g., field trips, guest speakers, large group instruction, outdoor instruction, etc.
- Demographics of school community – familiarize with both the school and the staff populations
- Organization of school day/schedule
- Support services – for curriculum needs, student development, staff development, and instructional resources (counselors, psychologists, social workers, speech and language teachers, occupational and physical therapists, special education teachers, ESL teachers, etc.)
- Communication with students, staff, administration, parents, and the community
- Professionalism – confidentiality, commitment, appearance, punctuality, staff development, professional organizations
- Classroom management
- Grade Procedures – e.g., letter/numerical, comments, etc.
- Opening/Closing of year procedures
- Discuss the roles of Building/District committees
- Schedule at least (2) opportunities to observe the intern and provide opportunities for the intern to observe other professionals
- Provide guidance in professional development and PDP Timekeeper entries
- Review district-wide/building testing programs and procedures (local, state, national – if appropriate)
- Discuss extracurricular programs and possible advisorship/coaching
- Review teacher handbook
- Review all record-keeping procedures

OTHER AREAS:

____________________________________________________________________________________________

Mentor ____________________________________________ Date __________________________

Intern ____________________________________________ Date __________________________

Principal ____________________________________________ Date __________________________
IX. ORCHARD PARK CENTRAL SCHOOL DISTRICT
K – 8 MENTORING CHECKLIST

Directions: Please check each topic when it is initially discussed.

____ Discuss and provide guidance in teaching skills, i.e. lesson preparation, class participation, hands on activities, etc.

____ Curriculum development – in association with Instructional Leader; review specific grade/level curriculum and district-wide curriculum

____ Acquisition of materials – i.e. general supplies (budget or requisition forms), books, resource materials-LMC, BOCES, inter-school loan, etc.

____ Procedures for out of classroom activities - i.e. field trips, guest speakers, large group instruction, outdoor instruction, etc.

____ Demographics of school community - familiarize self with both the school and staff populations

____ Organization of school day/schedule

____ Support services – for curriculum needs, student development, staff development, and instructional resources (special education teachers, counselor, psychologist, social worker, speech and language teachers, occupational therapist, physical therapist, academic intervention teachers, English as Second Language teacher)

____ Communication with students, staff, administration, parents, and community

____ Professionalism – confidentiality, commitment, appearance, punctuality, staff development, professional organizations

____ Classroom management

____ Grading Procedures – i.e. letter/numerical, comments, etc.

____ Opening/Closing of year procedures

____ Discuss roles of Building and District committees

____ Schedule at least two (2) opportunities to observe the intern and provide opportunities for the intern to observe other professionals.

____ Provide guidance in professional development and My Learning Plan entries

____ Review building /district-wide testing programs and procedures (local and state)

____ Discuss extracurricular programs and possible advisorship/coaching
Circle one:

- Review teacher handbook

- Review all record keeping procedures

OTHER AREAS

This checklist is kept by the mentor and intern and may be destroyed at the end of the mentoring term.
IX. ORCHARD PARK CENTRAL SCHOOL DISTRICT
HIGH SCHOOL MENTORING CHECKLIST

Directions: Please check each topic when it is initially discussed.

IMMEDIATE CONCERNS & SCHOOL PROCEDURES

____ Opening of the year procedures
____ Organization of the school day and various schedules
____ Faculty Handbook
____ Photocopying and copyright laws
____ Five-step discipline process
____ Attendance policy
____ Five-week reports
____ Administrative observations: pre- and post-observation conferences
____ Record keeping procedures
____ End of the year procedures

TEACHING STYLES & TECHNIQUES

____ Curriculum
____ Lesson preparation, class participation, activities, etc.
____ Classroom management
____ Discipline
____ Instruction: full class, small group, individualization, etc.
____ Grading and evaluation techniques
____ Testing procedures: classroom, building, state, national
____ Communication with students
____ Discussion of each observation:
  Mentor observes Intern
  Intern observes mentor and/or other professional (not limited to OPCSD)

DISTRICT AND BUILDING ORGANIZATION

____ Acquisition of materials: general supplies, books, resources (LMC, BOCES), etc.
____ Field trips and guest speakers
____ Communication with administration and staff

PROFESSIONAL GROWTH AND DEVELOPMENT

____ Professional development and My Learning Plan entries
____ Professional organizations
____ Building/District committees
____ Curriculum development
____ Professionalism and confidentiality
____ Appearance and punctuality

MISCELLANEOUS

____ Co-curricular programs / Advisorship duties and responsibilities
____ Demographics of school community
____ Support services: special education teachers, counselor, psychologist, social worker, speech and language teachers, occupational therapist, physical therapist, academic intervention teachers, English as Second Language teacher
____ Communication with parents and community
____ Chaperoning
X. TENURED TEACHERS IN NEED OF INTERVENTION

At any time should a teacher be unable or unwilling to successfully address the identified criteria outlined in the Annual Professional Performance Review (APPR) document or should criteria rated unsatisfactory be so severe, the teacher will be placed in a teacher intervention program (TIP).

1) The teacher will be offered an intervention mentor in accordance with the current collective bargaining agreement. The mentor will be an active participant in this process including attendance at all formal communication meetings.

2) Together with the responsible administrator, teacher, and mentor, measurable goals will be established and a timeline for progress/successful completion will be set.

3) The intervention plan will continue to focus on criteria within the Annual Professional Performance Review. It will also include recommendations for professional growth, i.e. university course work, in-service, staff development, peer observation/coaching, portfolios, etc. directly related to the identified area(s) rated unsatisfactory.

4) It is expected that the responsible administrator(s) will perform on-going formal and informal observations.

5) It is expected that ongoing meetings, as well as oral and written communications, will be provided to assess and document progress.

6) The assumption is that the goals for improvement will be met and the tenured teacher will then return to the regular Annual Professional Performance Review process.

7) If the goals are not achieved, the matter shall be referred to the Assistant Superintendent for Human Resources and Administration for further considerations/actions.
XI. TEACHERS WITH AN INITIAL CERTIFICATE – NYS MENTORING REQUIREMENT

Per State Education Department requirements, holders of the Initial or Conditional Initial certificate must receive mentoring in their first year of teaching or school building leadership service in a public school district. An exception to this requirement applies to certificate holders who have at least two years of teaching or educational leadership service, respectively, prior to receiving the Initial or Conditional Initial certificate; they may be exempted from this requirement.

The purpose of the mentoring requirement is to provide beginning educators in teaching or school building leadership service with support in order to gain skillfulness and more easily make the transition to one’s first professional experience under an Initial certificate. Satisfaction of a mentored experience is one of the requirements individuals must meet in order to qualify for the Professional certificate. Public school districts must maintain documentation of the mentored experience. Intern must submit a Superintendent Verification of Mentored Experience (see attached) to SED when applying for their “Professional” certificate. Instructions regarding completion of the Superintendent Verification form are provided below.

All new teachers (Initial & Professional certificate holders) are strongly encouraged to create an individual TEACH account at the SED Office of Teaching Initiatives (OTI) website: www.highered.nysed.gov/tcert. OTI provides very important information for all Initial and Professional certificate holders.

### Important Information Regarding the Superintendent Verification of Mentored Experience Form

At the end of an intern’s mentoring experience, it is necessary to complete the Superintendent Verification of Mentored Experience form. Both sides of the form must be filled in and signed.

The Orchard Park Central School District is required to maintain documentation of every mentoring experience, which includes the following: name of the intern, certificate title of intern, name of mentor, and length of mentoring experience. This verification form is a very important document for both OPCSD and the State Education Department.

Once the mentoring experience is concluded, the intern must submit the completed Superintendent Verification of Mentored Experience form (signed by the principal and the mentor) to the HR office. Human Resources will review the paperwork and obtain the superintendent’s signature on the verification form.

A copy of the form will be maintained in the intern’s file in District Office, and the original form will be returned to the intern. **As required by New York State for Professional Certification, the intern is responsible for submitting the completed original form to NYSED Office of Teaching Initiatives, 89 Washington Avenue EB RM 5N, Albany, NY 12234.**
# ADMINISTRATIVE STATEMENT OF COMPLETION OF MENTORING

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<tr>
<th>Name of Intern</th>
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<th>Mentor Name:</th>
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<th>Dates of Mentor Experience:</th>
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<tr>
<th>Topics</th>
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**Semester One**

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- Administrative Structure: Page 1
- Scheduling: Page 1
- New Teacher Orientation: Page 2
- Shared Decision Making: Page 2
- Opening of School: Page 2
- Forming positive relationships: Page 2
  - Designing an evening program: Page 2
  - Conferencing: Page 2
  - School Safety: Page 2
  - Teacher Observations and Evaluations: Page 2
  - APPR/APE: Page 2
  - BEDS: Page 2
  - Budget Development: Page 2
  - Team Building: Page 2
  - Parent Involvement: Page 2
  - Student Behavior/Discipline: Page 3
  - Personal Health: Page 3
  - Calendar: Page 3
  - Professional Development: Page 3
  - Reflective Practices: Page 3
  - PDP: Page 3
  - Hiring Process: Page 3
### Topic

**Semester Two**

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<td>Creating a Professional Learning Community</td>
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<td>Assessments</td>
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<td>Difficult Faculty/Staff</td>
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<td>Employee Investigation and Discipline</td>
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Mentor_________________________________________  Date __________

Intern_________________________________________  Date __________

Superintendent__________________________________  Date __________
The purpose of the mentoring program is to provide new association members in the probationary period of their development an opportunity to be mentored by an experienced and tenured building level administrator. The duration of the program is planned for one year, with the option to continue beyond that year with the approval of the Superintendent of Schools.

The District will also consider providing a limited mentor experience to an OPPA member for assuming a new leadership role within the district. The administrator should provide his/her request and rationale, in writing, to the Superintendent of Schools for consideration.

The Superintendent of Schools will be informed of the proposed mentor selection by the OPPA President prior to formalizing the assignment. The Superintendent may provide insight on the mentor pairing, however, the final decision on the appointment rests with the association president.

The mentor and probationary administrator will create a meeting schedule, which has them meeting for a minimum of 40 hours throughout the year.

- Mentors receive a stipend described in the OPPA contract.
- Mentoring is non-evaluative.
- Mentoring encourages self-reflection.
- The mentor-mentee relationship is confidential and collegial in nature.
- Mentors will visit their interns at least twice during the year to observe the mentee leading and/or facilitating a staff meeting, parent meeting, or other group.
- Mentors are expected to cover all of the topics listed on the checklist.

Reassignment of Mentors: During the course of the mentor relationship there may be a need to reassign a mentor. The process of reassignment will be conducted by the OPPA president.

**Semester One**

**Culture and History of the District and Community**- Using conversation and travel the mentor will lead the probationary administrator through a presentation of the unique characteristics and locations of the school district and the community-at-large. Establishing a positive working relationship with the building’s PTO. Emphasis will be placed on understanding the “culture” and how he/she can best assimilate into the Orchard Park system. (see appendix)

**Administrative Structure of the District**- Presenting and introducing the non-tenured administrator to the administrative cabinet and explaining the function and responsibilities of each department, building and district committees, and/or administrative area.

**Scheduling**- Mentors will discuss the importance of scheduling and the practical elements of designing an effective building/program schedule.
New Teacher Orientation- Non-tenured administrators will work cooperatively with mentors to create a building level orientation program for new teachers that is practical, informative, valuable and supportive of the district’s orientation.

Shared Decision Making- An overview of the SDM process will be presented. New administrators will need to participate in the SDM training provided by the school district.

Opening a School- Elements necessary for a “smooth” opening of school will be shared with new administrators.

Forming Positive Parent/Guardian Partnerships- The essential elements of promoting effective and lasting partnerships with parents/guardians will be explored. Mentors will impress on probationary administrators the importance to fostering these relationships and demonstrate the benefits afforded to students through these working relationships.

Design of an Evening Program- Mentors will share the components related to planning an evening program, such as an Open House.

Conferencing- Strategies for planning and conducting effective and efficient conference will be discussed. A distinction between parent/guardian, student, faculty/staff, and business meetings will be presented and referenced.

School Safety- Understanding the importance and necessity of promoting and maintaining a safe environment will be the focus of this discussion. District and building safety protocols will be presented along with important points of consideration for new administrators through the use of different scenarios.

Teacher/Staff Observation and Evaluation- Elements of effective evaluative practices will be presented by the mentor. Utilizing the appropriate contractual procedures in the observation process will be stressed. Understanding this component of the administrator’s responsibilities is crucial to creating a results driven atmosphere in a school building.

APPR/APE- Annual performance documents will be presented. Mentors and probationary administrators will discuss strategies for effectively recording the performance of teaching and support staff with the confines of our evaluative procedures and protocols. (see appendix)

BEDS- Coordination of the BEDS data and the responsibilities of the building administrator will be discussed.

Budget Development- Discussions related to the development of a building budget and district budget will occur between the probationary administrator and mentor. Procedures and protocols will be highlighted.

Team- The importance of promoting a team atmosphere with all administrators will be focused on. Scenarios and real-life situations the issues that can threaten a “team first” approach will be reviewed and discussed.
**Parent Involvement**- Mentors will share ideas and methods for ensuring appropriate parent/guardian involvement at the building level.

**Student Behavior/Discipline**- District policies, procedures, Code of Conduct and processes will be shared. Again, scenarios will be used to illustrate certain elements of our program.

**Personal Health/Stress Relief**- The importance of staying healthy and managing stress will be stressed. Mentors and probationary administrators will engage in conversations centered on a variety of activities that administrators can pursue in order to cope with the “stress of the job.”

**Calendar**- Time and task management strategies and practices will be presented.

**Professional Development**- The mentor shall emphasize that the responsibility for professional development rests with the “professional”. Understanding the essential elements of developing professionally as a building administrator is stressed throughout the mentor program. Visitations and observations of administrative colleagues, both in and out of district, will be promoted. Professional organizations (SAANYS, ASCD, NASSP, NAESP) will be identified and discussed.

**Reflective Practices**- As an essential element of effective professional development, reflection as a tool for growth will be the center of this discussion. Journaling will be stressed as will other strategies for reflection.

**Professional Development Program (PDP)** – Train new administrators in the use and function of the district’s software database for tracking and recording professional development activities of the professional staff.

**Hiring Process**- Interviewing and reference checks will be the focus of this component of the program. Interview questioning techniques and the dos and don’ts of interviewing will be emphasized.

**Semester Two**

**Student Management Systems/District Website**- The mentor will work with the Director of Technology to secure training for the probationary administrator using PowerSchool, Data Warehouse and any other management system that is utilized by the administration. Navigation of the district’s website will also be emphasized (see appendix for policies to be covered).

**Communication**- Through discussion and role plays the mentor will provide the non-tenured teacher with experiences and an understanding of the protocols of effective communication.

**Education Law**- Mentors will explore legal issues in education with probationary administrators. Participants will be encouraged to attend the Educational Law Conference. Methods of inquiry when dealing with legal issues will be addressed.
Meetings- Designing and managing effective meeting agendas will be discussed. Procedures and strategies that can be implemented to maintain an efficient and productive meeting provide a foundation for this topic.

Union Issues- Non-tenured administrators will understand the complexity of the work environment, regarding the different employee associations. Tactics, tendencies and strategies will be presented for consideration. Copies of the OPTA, SRP, and OPPA contracts are provided in the appendix.

Curriculum Mapping/Data Analysis- Mentors will present the various uses of data derived from the mapping process and the relationship between assessment results and classroom instruction. Creation and design of curriculum development and revision projects will be discussed. Specific attention will be paid to procedural elements of the processes.

Student Support Services- Special Education, Academic Intervention Services, and RTI will be presented. Time will be spent with the Executive Director of Pupil Services to share information regarding student support services.

Co-curricular Program- Discussion will focus on the creation and maintenance of a quality comprehensive co-curricular program.

Politics- The politics of education, as related to a building administrator will be discussed. Local, state and national issues and their potential impact will form the basis of this topic.

The Press- Mentors will present the probationary administrators with effective procedures to follow when dealing with the press. The district’s protocol concerning communications with the Press will be presented.

VADIR- Documenting and reporting of the data required for submitting the Violence and Destructive Incident Report will be the focus of this session.

Professionalism/Confidentiality- The ethical treatment of information will be stressed. Mentors will use examples to illustrate the need for confidentiality when dealing with certain types of personnel issues. Additionally, mentors and probationary administrators will participate in role plays to create real-life situations for them to work out and learn from.

Ethics, Honesty & Integrity- The importance of ethical behavior will be stressed. Situations will be presented to demonstrate the danger of acting unethically. Mentors will utilize authentic and real examples to show the damage unethical behavior can have on an organization.

Research- The importance of staying current will be emphasized. Utilizing professional journals, websites and other resources will be presented as being critical for administrators. Time tested practices will be shared for discussion.

Instructional Leadership- Leading a building as the most influential educator should be every building level administrator’s goal. Through focused discussion based on relevant
research and practical applications, the mentor and probationary administrator will develop an understanding of the challenges and rewards of assuming the role of a true instructional leader.

**Creating a Professional Learning Community** - How to promote and maintain a PLC at the building level. The mentor will share the characteristics of an effective PLC and the resources necessary to sustain a professional learning community which will foster a common goal of increased student achievement.

**Assessments** - Planning, scheduling, implementing and rating of large scale examinations will be the focus of these sessions.

**Closing the School Year** - Essential elements of a successful school closing will be outlined.

**Difficult Faculty/Staff** - How to manage and work with teachers and support staff who are considered difficult will be the focus of this component of the program. Discussions between the non-tenured administrator, the Assistant Superintendent of Human Resources and mentor, will focus on this issue.

**Employee Investigation and Discipline** - Understanding the role and responsibility of the building administrator in the staff disciplinary process will be the focus of this component. Employee due process rights and effective questioning and investigative strategies will be discussed between the mentor and probationary administrator.
STATEMENT OF COMPLETION OF MENTORING

Name of Intern ____________________________       School ____________________________

Area/Grade ____________________________

Mentor Name: ____________________________       Dates of Mentor Experience:  ○ 12-month  ○ Other

Dates: ____________________________ to ____________________________

The individuals named above participated together in the Orchard Park Central School District Mentoring Program as described in the Orchard Park School District Professional Development Plan.

The mentoring experience involved a minimum of 40 hours. Discussion topics included, but were not limited to, the following:

- Discuss and provide guidance in teaching skills, e.g., lesson preparation, hands on activities, etc.
- Curriculum development – in association with Instructional Leader; review specific grade-level curriculum and district-wide curriculum
- Acquisition of materials – e.g., general supplies, budget or requisition forms, books, resource materials – LMC, BOCES, inter-school loan, etc.
- Procedures for out-of-classroom activities – e.g., field trips, guest speakers, large group instruction, outdoor instruction, etc.
- Demographics of school community – familiarize with both the school and the staff populations
- Organization of school day/schedule
- Support services – for curriculum needs, student development, staff development, and instructional resources (counselors, psychologists, social workers, speech and language teachers, occupational and physical therapists, special education teachers, ESL teachers, etc.)
- Communication with students, staff, administration, parents, and the community
- Professionalism – confidentiality, commitment, appearance, punctuality, staff development, professional organizations
- Classroom management
- Grade Procedures – e.g., letter/numerical, comments, etc.
- Opening/Closing of year procedures
- Discuss the roles of Building/District committees
- Schedule at least (2) opportunities to observe the intern and provide opportunities for the intern to observe other professionals
- Provide guidance in professional development and My Learning Plan entries
- Review district-wide/building testing programs and procedures (local, state)
- Discuss extracurricular programs and possible advisor ships/coaching
- Review teacher handbook
- Review all record-keeping procedures

OTHER AREAS:

Mentor ____________________________       Date ____________________________

Intern ____________________________       Date ____________________________

Superintendent ____________________________       Date ____________________________
Important Information Regarding the
Superintendent Verification of Mentored Experience Form

At the end of an intern’s mentoring experience, it is necessary to complete the Superintendent Verification of Mentored Experience form. Both sides of the form must be filled in and signed.

The Orchard Park Central School District is required to maintain documentation of every mentoring experience, which includes the following: name of the intern, certificate title of intern, name of mentor, and length of mentoring experience. This verification form is a very important document for both OPCSD and the State Education Department.

Once the mentoring experience is concluded, the intern must submit the completed Superintendent Verification of Mentored Experience form (signed by the principal and the mentor) to the HR office. Human Resources will review the paperwork and obtain the superintendent’s signature on the verification form.

A copy of the form will be maintained in the intern’s file in District Office, and the original form will be returned to the intern. As required by New York State for Professional Certification, the intern is responsible for submitting the completed original form to NYSED Office of Teaching Initiatives, 89 Washington Avenue EB RM 5N, Albany, NY 12234.

Additionally, each intern should create his/her own online account with the State Education OTI Department. Once the online account is set up, teachers are able to ask questions, review their records, and obtain much valuable information about the certification process.
VIII. Superintendent Verification of Mentored Experience

This form is to verify that a mentored teaching experience was completed by the individual named below. It is to be confirmed by the superintendent of schools or, if the mentored experience was completed while the candidate was employed by a nonpublic school, the principal or person in equivalent position with the school.

This form must be completely filled out by candidates who are submitting an application for a PROFESSIONAL teaching certificate. Candidates for Professional certification are required, in accordance with Part 80-3.4 of Commissioner’s Regulations, to complete a Mentored teaching experience in their first year of teaching with a New York State Initial classroom teaching certificate. Please complete the shaded areas verifying that the candidate received a mentored experience in his/her first year teaching while employed by the district/BOCES/nonpublic school or was exempted from this requirement. COMPLETED FORMS ARE TO BE SENT TO HR FOR PROCESSING.

NOTE: Teachers who have already received professional certification, and are using this form to verify their mentoring experience, need not fill in either box in the shaded area below.

First Name __________________________ Last Name __________________________ Middle Initial __________________________

Street Address __________________________ City __________________________ State ______ Zip Code __________

Maiden Name (if applicable) __________________________ Date of Birth __________________________ Social Security Number __________________________

Certificate Title Employed Under __________________________

Mentored Teaching Experience __________________________

☐ The candidate named above served as a classroom teacher and received mentoring in fulfillment of teacher certification requirements (CR Part 80-3.4) for the Professional teaching certificate during the _________ school year. Such mentoring was in accordance with CR Part 100.2 (dd) (iv).

☐ The candidate named above was determined to have met conditions for a waiver to the requirement for completion of the mentored experience in accordance with CR Part 80-3.4. The candidate had at least 2 years of teaching experience in this school district under an initial certificate.

Attestation of Chief School Officer __________________________

I confirm that the above information is correct and documentation to support this information is retained at the district for examination by the Commissioner of Education or his/her representative.

Signature of Superintendent/Nonpublic Chief School Officer __________________________ Date __________________________

Print Name Matthew P. McGarrity __________________________

Superintendent’s/Nonpublic Chief School Officer’s Phone: 716-209-6280 __________________________

Superintendent’s/Nonpublic Chief School Officer’s E-mail: mmcgarrity@opschools.org __________________________

District/Nonpublic School Name: Orchard Park Central School District __________________________

District/Nonpublic School Address: 2240 Southwestern Blvd, West Seneca, NY 14224 __________________________

Agency/Nonpublic School Code (if applicable): n/a __________________________

Please Return Completed Form to: NYSED Office of Teaching Initiatives, 89 Washington Avenue EB RM 5N, Albany, NY 12234 __________________________

Superintendent Verification of Mentored Experience __________________________
Appendix

1-Contracts
   1.1-OPPA
   1.2-OPSRP
   1.3-OPTA

2-Evaluations
   2.1-Administrative
   2.2-SRP
   2.3-Teacher

3- Policies to Cover
   Go to document library on District website-Review
   2130, 3150, 3210, 3271, 3410, 3420, 3430, 4211, 5250, 5322, 5690,
   6121, 6180, 6410, 6411, 7310, 7350, 7412, 7450, 7521, 7530, 7551,
   7552, 7553, 8350

4- History of Orchard Park