

Honeoye Falls-Lima Central School District



Professional Development Plan

July 2009-June 2010

“The purpose of the 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.” (As stated in Part 100.2 of the Regulations of the Commissioner of Education)

This plan will be reviewed on an annual basis.

Teaching & Learning Council Annual Revisions

- Initial June 2000
- Revised June 2001, June 2002, June 2003, June 2004, June 2005, June 2006, June 2007, June 2008, June 2009

The Professional Development Planning Team 2009

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The Honeoye Falls-Lima Central School District consists of one building at each level: primary, intermediate, middle school, and high school. The Professional Development Planning Team is responsible for analyzing data, setting goals, and establishing mechanisms for evaluation of professional development. This work is reviewed by the Teaching and Learning Council.

Teachers in the district will spend an average of four hours per month engaged in professional development activities.

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Overarching Goal for Professional Development

The HF-L school community is committed to continuous learning, collegiality and collaboration. This professional development plan supports our staff in the continuous development of their knowledge base of professional practice. The purpose of professional development is to improve the quality of teaching and learning by ensuring that all professional staff demonstrates a commitment to continuous improvement and staff development. An increase in knowledge and skills through reflective staff development practices will benefit students. We believe professional development:

- Shows a meaningful relationship between staff development and student learning
- Establishes an environment that engages each member of the school community toward continuous improvement
- Focuses on a well-articulated mission anchored in student learning of core disciplines and skills
- Addresses components of curriculum and pedagogy derived from research and exemplary practice
- Connects elements of instruction and student learning with academic disciplines and skills
- Develops, reinforces, and sustains group work by collaborative practice within schools and through networks across districts
- Involves active participation of school leaders and staff
- Uses models of effective practice in classrooms
- Uses assessment and evaluation for active monitoring of student learning and feedback on teacher learning and practice
- Aligns with the District Strategic Plan
- Focuses on specific goals for special and general education staff development, e.g. literacy, math skills, and parental involvement.

Principles of Exemplary Professional Development

A quality professional development program builds skills and capacities for improved teaching and learning through comprehensive and on-going activities focusing on the district's strategic goals. We believe effective professional development demonstrates:

- A commitment to on-going learning which directly impacts the quality and variety of student learning opportunities
- Data regarding students' cognitive, social, behavioral, and psychomotor needs will be considered in determining professional development activities
- All people learn at different rates and in different ways
- Instructional staff members have varied educational responsibilities; therefore, have different professional development needs
- Opportunities for instructional staff to increase their knowledge in the content area, learning strategies, and other non-content areas which impact teaching and learning
- Commitment of time, resources, and support to maximize professional development opportunities
- On-going processes that must involve all instructional staff
- Opportunities to newly hired staff to help to ensure their success
- Innovation, risk taking, and experimentation
- Educational research that is grounded in experience
- An alignment with New York State Learning Standards and with New York State Standards for Teachers
- Collegial activities that offer opportunities for collaboration and reflection.

Contract Between the Honeoye Falls–Lima Education Association and the Superintendent of Schools, July 1, 2007-June 30, 2009, Article VIII – Personal Professional Development – This needs to be updated with the new contract.

ARTICLE VIII - PERSONAL PROFESSIONAL DEVELOPMENT

- A. Both parties to this agreement recognize that personal professional growth in the areas of techniques of instruction, management of instructional setting, preparation, pupil-teacher relationships and character development, knowledge of subject matter, pupil evaluation, building and district effectiveness, and community relations are related to teacher performance and in turn to student achievement.
- B. Commencing with the 2007-2008 school year, every unit member not covered by a Regents mandate for continuing professional education shall complete at least 60 hours of contact time every three years of professional growth activities as defined by the Staff Development Council. The current graduate tuition reimbursement for courses approved for credit shall continue. Contact time in courses taken for credit with tuition reimbursement will count toward the 60-hour requirement, but will not be compensated at the contact hour rate. In lieu of the tuition reimbursement for credit an approved graduate course may be audited and the District will pay the contact hour rate for attendance at the approved graduate course and the audit fee. Teachers auditing graduate courses shall be required to submit satisfactory evidence of attendance.
- C. Up to thirty (30) hours during the three-year cycle may be accomplished in approved extra-duty or special duty activities in the following categories: District-initiated or District-approved teacher-initiated staff development hours during the work day, or outside the work day, but not compensated by the Staff Development Council, such as CARE training, staff development time of instructional coaches, SIT summer training, First Steps training.
- D. Approved on-line courses will be compensated up to fifteen (15) hours in a three-year cycle as approved the Staff Development Council.
- E. The three-year cycle for all unit members will commence July 1, 2007 and individual staff development quotas will be prorated for unit members hired after July 2, 2007 based on years in the cycle.
- F. Effective July 1, 2007 any full-time teacher in a regular probationary or tenured appointment will be paid a one-time stipend of \$2,500 for obtaining a National Board Certification. This stipend will be added to the teacher's salary (not included in the base) in the first full school year the teacher commences in possession of the certification.
- G. Effective July 1, 2008 a limited number of Mentor Teacher Coaches will be appointed in targeted areas of professional development. These positions will be subject to an annual appointment and evaluation at a rate of compensation commensurate with Mentor Teacher: Level 1, \$1,250; Level 2, \$750 and Level 3, \$350.

District Resources

The following professional development funds, staff resources, external professional development providers and other human and fiscal resources are available:

Teaching Staff Resources: Curriculum Articulation Resource Educator (CARE) team, Teacher & Technology Mentors, Coordinators of Teaching & Learning, Instructional Technology Specialists, Assistant Superintendent for Instruction, Deputy Superintendent, building principals, assistant principals, Director of Athletics, instructional coaches, BOCES staff development trainers/programs, outside staff development consultants/facilitators, NYSED best practices, print and on-line resources, teaching and learning activities

Providers: Institutions of Higher Education, Board of Cooperative Education Services (BOCES), New York State Education Department (NYSED), National American Society of Curriculum Development and Staff Development Councils, SETRC

Fiscal Resources: Staff development budget allocation at the district and building levels, local, state, federal and private grants, and BOCES Co-ser opportunities

Community: Parents, Local employers/businesses, Community based organizations, and Students

Staff Development and Programs: Current opportunities to provide staff development

- Faculty meetings
- Superintendent Conference Days
- Department and/or grade level meetings
- Quarterly staff development schedule of courses
- Support groups
- Mentor program participation – teacher, technology, and mentor coaches
- Curriculum Articulation Resource Educators (CARE)
- TLC and TLT meetings
- Instructional Technology courses
- College courses and year-round workshops
- On-line and distance learning
- BOCES and State workshops
- Outside and internal consultant workshops
- Training within the classroom
- National Board Certification program for teachers

Reflection on Action Plan for 2008-2009: Literacy

Goal: To continue to investigate and implement best practices to promote literacy development K-12
Objectives: Provide professional learning opportunities to further develop strategic literacy skills and strategies across content areas
Data Reviewed: Local and state student assessment data, Strategic Intents, teacher surveys and discussions, Operational Plans, community feedback, ELA portfolios

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|---|--|---|------------------------------|---|
| Provide differentiated literacy training through book studies, workshops, coaching, action research, etc. | <ul style="list-style-type: none"> -Training includes, but is not limited to: phonemic awareness, comprehension, fluency, vocabulary, writing, listening, speaking, viewing, and thinking. -Additional emphasis on RTI and consistent growth with our readers (levels 3 to 4) -Train a cohort of literacy coaches | <ul style="list-style-type: none"> -K-12 Literacy Specialist -Consultants -Teaching Staff -Coordinators of Teaching and Learning -Assistant Superintendent -Principals -Enrichment Specialist -Mentor/Coaches | July 1, 2008 – June 30, 2009 | 642 participants 65 offerings Evidenced in faculty and SIT meetings Literacy coach piloted at Manor via BOCES 1 |
| Update and vertically align literacy strategies into curriculum maps throughout K-12 subject areas | <ul style="list-style-type: none"> -Revise and refine maps at Supt. Conference Days, grade level/dept. meetings, summer curriculum sessions | <ul style="list-style-type: none"> -CARE Representatives -Assistant Superintendent -Curriculum writers -Mentor/Coaches | Sept 1, 2008-June 30, 2009 | Add CARE, faculty, and school improvement team meetings. Activities included spelling, spelling constants, word walls, word of the week, vocabulary, sight words, listening, listening notetaking, inquiry, literacy shares, reading for meaning, directed reading lesson, DRA review, strategic reading, SQ3R, retelling vs. summary, Collins writing program, share Collins type 3 writing, writing folders, sharing ELA data, dialogic discussions, teacher/parent resource library |
| Incorporate and apply universal vocabulary and terminology across grade levels | <ul style="list-style-type: none"> -Develop K-12 Literacy Guide for distribution and implementation -Identify essential vocabulary and terminology as constants | <ul style="list-style-type: none"> -K-12 Literacy Specialist -Summer staff curriculum writers | Sept 1, 2008-June 30, 2009 | K – 12 Literacy Guide was published |
| Construct opportunities to integrate Languages Other Than English and diversity of language into content area instruction | <ul style="list-style-type: none"> -Exchange opportunities -Integrated content area instruction -Foreign language book study | <ul style="list-style-type: none"> -LOTE Teachers -Coordinators of Teaching and Learning -Mentor/Coaches | July 1, 2008 – June 30, 2009 | 18 Spanish participants 12 ASL participants LOTE grammar alignment at Conference day |

Reflection on Action Plan for 2008-2009: Technology

Goal: To support the integration and use of technology

Objectives: To train teachers in the use of technology for communication and instruction.

To continue to explore and implement best practices with the use of technology

Data Reviewed: Student projects, curriculum maps, Strategic Plan Intents, Operational Plans, District Technology Plan, teacher surveys and ITS discussions

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|---|--|---|-------------------------|--|
| Provide a variety of opportunities for staff to develop technology skills for communication | Training in communication tools, such as: Office, Lotus Notes, website development, email etiquette, and ethical use of technology, School Tool, AVATAR, Blackboard, Smartboard, blogs, wikis, and other communication software | -ITS -Technology Services Director -Assistant Superintendent -BOCES trainers | July 2008- July 2009 | 20 offerings were held 14 were cancelled due to low enrollment 360 attendees First summer technology conference in collaboration with Nazareth College |
| Inform staff of out of district training opportunities through use of technology | Post information on staff resources on district website -emails to staff -Sharing at grade level/ dept. meetings and faculty meetings | -ITS -Coordinators of Teaching and Learning -Assistant Superintendent | July 2008- July 2009 | Avatar has made communication of staff development offerings, reminders of approvals and completion of surveys much easier. The Technology Conference was well attended and surveys noted that the ideas learned were implemented. SIT and faculty meetings at Lima, Manor, and High School shared technology information. Use of ITS staff at each building to support staff learning. |
| Provide opportunities for staff to develop technology skills for instruction | -Training in instructional tools, such as: MP3 players, jump drives, camcorders, podcast, video conferencing, virtual fieldtrips, movie making, animation software, tablet PCs, interactive white boards, and software programs, and ethical use of technology | -ITS -Technology Services Director -Assistant Superintendent -BOCES trainers | July 2008- July 2009 | All noted forms of technology were included in the staff development offerings. |

Reflection on Action Plan for 2008-2009: Assessment

- Goal:** To understand and apply assessment data and techniques for the betterment of instruction and learning.
- Objectives:** To develop common formative and/ or summative assessments that align with state and national standards
 To develop and administer assessments addressing diverse student needs and modalities as content relates to real world applications
 To use student data to drive instruction
 To continue to update technology for data management
- Data Reviewed:** NY State assessments (3-8), Regents exam results, AP exam results, portfolios, common assessments, Operational Plans, and individual assessments (mandated vs. local)

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|--|---|--|---|--|
| Understand and relate test terminology | -Analysis of assessments- basic understanding of terms and vocabulary (IEP, DRA, individualized ability testing, psychological testing, basic reading inventories, etc.) | Deputy Superintendent Special Services Team Case Managers School Psychologists School Counselors CST Chairs | July 2008- July 2009 Regular intervals (pre and post tests) | Summer staff dev. = 6 offerings 60 attendees Faculty and SIT meetings: 25 included assessment |
| Inform instruction based on test results | -Staff development to understand the assessment data available through the standardized tests -viewing of individualized tests/ IEP data -Transfer understanding of data to improve classroom instruction -Train teachers to use Data mentor | Curriculum Coordinators Deputy Superintendent NYSTART Trainer | July 2008- July 2009 | DataMentor training was held. Conference days all held sessions on test results Special Area CARE meetings Faculty access to IEPs on line |
| Develop common classroom assessments and parallel tasks to align with curriculum and standards | -Review of curriculum maps -Creation of common assessment expectations -Creation of common assessments including item analysis -Review and update curriculum maps | Teachers at all levels Coordinators of Teaching and Lrng Assist. Supt. of Curriculum/ Instruct. CARE | July 2008- July 2009 | 6 summer staff development offerings 12 yearly staff and SIT meetings Common assessments developed at Manor and Grade 6 Review of High School midterm assessments |

Reflection on Action Plan for 2009-2010: Collegial Learning

Goal: To promote differentiated opportunities for collegial learning and reflection on teaching practices to meet the needs of students

Objectives: To allow opportunity to research, develop, and implement interdisciplinary lessons and units
 To allow opportunity to research, develop, and implement best practices in team teaching
 To provide for opportunities for discussions of student needs through Response to Intervention
 To allow opportunity for staff to review professional publications, share findings, and reflect on present practice
 To expand and facilitate opportunities for participation in out-of-district professional development

Data Reviewed: Student assessment data, teacher surveys, discussions, Operational Plans and SED information

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|--|--|---|--------------------------------|--|
| Review different teaching models: Co-teaching and Co-planning and Consultant-teacher model | <ul style="list-style-type: none"> - Training in Co-teaching models - Staff development for use of support services in the classroom -Joint department/grade level discussions - Common opportunities for planning - Create collaborative interdisciplinary units using team building | ASI Deputy Superintendent/PPS Coordinators of Teaching and Learning Principals CARE Reps SETRC | July 1, 2009- June 30, 2010 | <ul style="list-style-type: none"> -Training completed -Number of attendees -Surveys -Dept./ Grade level meeting minutes |
| Discuss strategies and build collaboration through book studies | <ul style="list-style-type: none"> - Hold book discussions - Implementation into instruction | ASI Coordinators of Teaching and Learning Librarians CARE Reps | July 1, 2009- June 30, 2010 | <ul style="list-style-type: none"> -Training completed -Number of attendees -Surveys -Dept./ Grade level meeting minutes |
| Provide opportunities for peer collaboration | APPR Instructional coaching Co-teaching Consultant- teacher model | ASI Deputy Superintendent/ PPS Coordinators of Teaching and Learning CARE reps. Building principals Outside consultants | July 1, 2009- June 30, 2010 | <ul style="list-style-type: none"> -Trainings held -Strategies implemented - Number of participants in noted activities |

Reflection on Action Plan for 2008-2009: Wellness and Health

Goal: To comply with the district's wellness policy and to insure the safety of students and staff
Objectives: To provide staff development in the areas of wellness, health, and safety.
Data Reviewed: SED regulations, teacher surveys, Operational Plans, discussions by Wellness Committees and Safety Committees

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|--|---|--|---|---|
| Training on violence for all staff annually | -Specific training for all District staff on: bullying, harassment, District Code of Conduct | District Safety Officer Assistant Superintendent | July 2008-July 2009 | 3 formal SD offerings Code of conduct review at staff meetings Staff review of discipline data through faculty meetings Sexting training for staff and community |
| Review of drill procedures including: fire, sheltering, lockdown, evacuation, etc. | -Review Disaster Procedure Plan -Hold drills -Review procedures | District Safety Committee District Administration | July 2008 – July 2009 | 12x annually fire drills 1 lock down drill School safety committee meets monthly District safety committee meets monthly |
| Train on National Incident Management System (NIMS) and Incident Command System (ICS), as needed | -Identify those who need training. - Contact qualified instructor(s). -Hold training. | Emergency Coordinator BOWMAC | July 2008- July 2009 | Training completed by administrators |
| Train staff in first aid and CPR | -Establish training schedule dates -- Create list of staff required to be trained in consultation with building administration | Athletic Director Principals | Continuous training with mandated staff trained by Sept. 30, 2009 | 6 offerings for staff All mandated staff are trained/ recertified annually Many other staff trained/ recertified annually |

| | | | | |
|---|---|--|-----------------------------|--|
| Initiate team building opportunities across curriculum, grade levels, and buildings | Ice Breakers and health activities during faculty meetings, Superintendent's Conference Days, and workshops | ASI Building Principals CARE | Annual/ Continuous Training | 5 offerings MS/HS activity during SCD Offerings of wellness activities prior to SCD Chase Corporate Challenge Red Ribbon Week Wellness Week |
| Train in the areas of student physical and mental health needs | -Identify those who require training -Schedule dates for training -Identify trainer -Hold training | Deputy Superintendent Youth Services Coordinator | Annual/ Continuous Training | 8 offerings PBIS Grief and depression training TIG Stress management training Dr. Rosen- Anxiety in adolescents at SCD |
| Reach out to the school community to include them on wellness | -Wellness Nights | District Wellness Committee | Annual Opportunities | Wellness fair Newsletters Healthy snack and cafeteria offerings Sexting- Healthy Rites of Passage offering well attended (100+) Wellness committees at each building include community members |
| Continue to improve nutritional value of food offerings for students and staff | -Evaluate current menus, align with food pyramid, revise menu offerings | District Wellness Committee Director of Food Services | July 2008- July 2009 | New vending machines with healthy choices Ethnic food month Build own sub/ wrap at HS |

All buildings utilize SIT, faculty meetings, and advisory board meetings to disseminate information, data, and incidents.

Reflection on Action Plans for 2008-2009: Strategic Plan

Goal: To support the District strategic intents by addressing the needs and learning styles of a diverse population

Objectives: To evaluate and address the needs of a diverse student population
 To promote positive relationships with parents and the community
 To provide opportunities to research, develop and implement inquiry-based instruction

Data Reviewed: Strategic plan intents, community feedback, teacher surveys and discussions, operational plans

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|--|---|---|------------------------------|--|
| Provide staff training in diversity | <ul style="list-style-type: none"> - Training workshops and book studies focused on diversity - Use of department/grade level meetings - Sharing at faculty meetings | <ul style="list-style-type: none"> - Consultants - ASI - Coordinators of T&L - Principals | July 1, 2008 – June 30, 2009 | 5 sessions were held 29 participants Community Reads sessions focused on this |
| Develop and implement differentiated instruction | <ul style="list-style-type: none"> - Training workshops - Use of department/grade level meetings - Sharing at faculty meetings | <ul style="list-style-type: none"> - Consultants - ASI Coordinators of T&L - Principals | July 1, 2008 – June 30, 2009 | 2 sessions were held 21 participants Discussed at 3 faculty and SIT meetings |
| Address parental/community communication issues | <ul style="list-style-type: none"> - Training workshops - Use of department/grade level meetings - Sharing at faculty meetings | <ul style="list-style-type: none"> - Consultants - ASI - Principals - Parent representatives | July 1, 2008 – June 30, 2009 | 5 sessions were held 74 participants Discussed at 5 faculty and SIT meetings Positives and concerns shared by parents at Key Communicators meetings |
| Research and implement inquiry-based instruction | <ul style="list-style-type: none"> - Training and implementation workshops - Use of department/grade level meetings - Sharing at faculty meetings | <ul style="list-style-type: none"> - Consultants - ASI - Coordinators of T&L - Principals | July 1, 2008 – June 30, 2009 | 128 participants 11 sessions Discussed at all 3 conference days Discussed at 8 faculty and SIT meetings |

Goals for the 2009-2010 Professional Development Plan:

1. To continue to investigate and implement best practices to promote literacy development K-12
2. To support the integration and use of technology
3. To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students
4. To support the district's wellness policy and to ensure the safety of students and staff
5. To support the District's Strategic Plan.

Sources of Data Analyzed to Create Goals

The following information has been analyzed to determine the goals of the Honeoye Falls-Lima Professional Development Plan:

- District's Strategic Plan with associated measurable intents and goals
- Student Achievement Data
 - School Report Card
 - District Assessments
 - Assessments of student learning completed as a part of classroom instruction
 - Building and Grade Reports
 - Special Services Team Achievement Review (AIS, 504, Special Education, RTI)
 - Critical indicators of student performance (marking period indicators), student report cards, student work
 - Data Mentor
- Survey feedback results from staff, students, parents and community
- Operational Plans created through the Quality Education Design (QED) process
- State standards, guidelines, analysis of assessments and national research
- New York State Professional Teacher Standards
- School Improvement Team reports from each building
- IDEA and NYSED Part 200 requirements
- NYSED regulations on professional development and SAVE legislation
- Federal regulations within the No Child Left Behind (NCLB) legislation
- Program Evaluations
- School Tool Disciplinary Data

Teacher Needs as identified in surveys, Operational Plans, and faculty discussions:

| Needs: | PDP Goal Alignment: |
|---|--|
| <p>LITERACY Phonemic awareness Comprehension Collins Fluency Adult literacy – book studies Consistency in strategies and vocabulary Word Study Languages Other Than English Speaking and listening skills Big 6/Super 3 skills Spelling Literacy 2.0 Note taking Inquiry in literature 21st Century Skills</p> | <p>To continue to investigate and implement best practices to promote literacy development K-12 To support the District's Strategic Plan</p> |
| <p>DIVERSITY Understanding different backgrounds of students Communicating with parents</p> | <p>To support the District's Strategic Plan</p> |
| <p>ASSESSMENT Authentic assessment Assessment creation and data analysis Response to Intervention/PBIS 504/IEP annual reviews Strategic Teaching Common assessments Norm and criterion referenced assessments</p> | |
| <p>TECHNOLOGY Website development Integration of technology in instruction and staff development School Tools Technology in the arts Data Mentor Avatar Distance Learning Interactive whiteboards Use of projectors Electronic portfolios Que Center Electronic facilities use database Moodle/Kajour Web 2.0 Tools including social networking and gaming Google Class Blogs Wikis</p> | <p>To support the integration and use of technology To understand and apply assessment data and techniques for the improvement of instruction and learning</p> |
| <p>STAFF REFLECTION/COLLEGIALITY Book studies Collegiality Utilization of paraprofessionals Team work/team building/co-teaching Integration of the arts "Bring and Brag" opportunities Annual Professional Performance Reviews</p> | <p>To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students</p> |

| Needs: | PDP Goal Alignment: |
|---|--|
| RESEARCH DRIVEN INITIATIVES Book studies Professional article reviews Best practice research Career awareness | To continue to investigate and implement best practices to promote literacy development K-12 To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students To understand and apply assessment data and techniques for the improvement of instruction and learning To support the District's Strategic Plan |
| SPECIAL EDUCATION Case management Co-teaching Modifications | To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students To support the District's Strategic Plan |
| HEALTH AND WELLNESS Team building Management of student needs (emotional, mental health and medical) AED training, CPR Allergy attention Diabetes Mental health/depression | To support the district's wellness policy and to insure the safety of students and staff |
| SCHOOL VIOLENCE TRAINING High-risk students Classroom management | To support the district's wellness policy and to insure the safety of students and staff |
| SUPPORT OF STATIEGIC PLAN International Baccalaureate Inquiry thinking Leveled and flexible opportunities for learning Grant writing Attendance at State/National conferences Differentiation Self-advocacy Exit portfolio | To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students To support the District's Strategic Plan |
| OTHER Clear communication of professional development goals | |

Instructional Staff Data: Teacher years at HF-L, based on the end of May 2008

| Time Period | Total District | Lima | Manor | MS | HS | Multiple sites |
|--------------------|-----------------------|-------------|--------------|-----------|-----------|-----------------------|
| 0-5 years | 34.6 % | 13 | 19 | 19 | 21 | 7 |
| 6-10 years | 21.9% | 6 | 12 | 8 | 20 | 4 |
| 11-15 years | 23.4 % | 2 | 7 | 19 | 20 | 5 |
| 16-20 years | 12.2% | 4 | 11 | 6 | 7 | -- |
| 21-25 years | 3 % | 1 | 2 | 1 | 2 | 1 |
| 26-30 years | 1.7% | -- | 1 | 1 | 2 | -- |
| 31-35 years | 2.6 % | 1 | 4 | -- | 1 | -- |
| 36-40 years | 0.4 % | -- | -- | 1 | -- | -- |
| | 229 | 27 | 56 | 55 | 73 | 17 |

Student Needs

| Needs: | PDP Goal Alignment: |
|--|--|
| <p>As related to State Assessments:</p> <ul style="list-style-type: none"> Higher level thinking skills Test taking strategies-multiple choice Expository writing Embedded vocabulary Reading for detail Main idea Responding thoroughly to prompts and questions Inquiry and questioning Listening skills Inferencing | <ul style="list-style-type: none"> • To continue to investigate and implement best practices to promote literacy development K-12 • To support the integration and use of technology • To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students • To support the District's Strategic Plan |
| <p>Student Output including:</p> <ul style="list-style-type: none"> Homework completion Pride in work Goal setting Special needs of "typical" kids High expectations for all students | <ul style="list-style-type: none"> • To continue to investigate and implement best practices to promote literacy development K-12 • To support the integration and use of technology • To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students • To support the district's wellness policy and to ensure the safety of students and staff • To support the District's Strategic Plan |
| <p>Wellness/Self-Awareness:</p> <ul style="list-style-type: none"> Anxiety management Refraining from risky behavior Learning styles Peer relationships Asset development Self advocacy Nutrition Goal-setting Working to their potential Healthy Rites of Passage | <ul style="list-style-type: none"> • To support the district's wellness policy and to ensure the safety of students and staff |
| <p>Skill Development:</p> <ul style="list-style-type: none"> Study skills Test-taking skills-multiple choice Organization Listening skills Keyboarding skills Time management Creative thinking | <ul style="list-style-type: none"> • To continue to investigate and implement best practices to promote literacy development K-12 • To support the integration and use of technology • To promote differentiated opportunities for collegial learning and reflection on teaching practices and best practice research to meet the needs of all students |
| <p>Real World Connections:</p> <ul style="list-style-type: none"> Relevancy of what is taught and life after K-12 schooling Life-long learner Problem solving Exit surveys Technology use | <ul style="list-style-type: none"> • To continue to investigate and implement best practices to promote literacy development K-12 • To support the integration and use of technology • To support the District's Strategic Plan |

Action Plan for 2009-2010: Literacy

Goal: To continue to investigate and implement best practices to promote literacy development K-12

Objectives: To provide professional learning opportunities to further develop strategic literacy skills and strategies across content areas

To use student data to drive instruction

To develop common formative and/ or summative assessments that align with state and national standards and address diverse student needs

Data Reviewed: Local and state student assessment data, Strategic Intents, teacher surveys and discussions, Operational Plans, community feedback, ELA portfolios

| Strategies | Activities/ Actions | Who | Time Frame | Evaluation |
|--|--|--|------------------------------|--|
| Provide differentiated literacy training through book studies, literacy shares, workshops, coaching, action research, etc. | <ul style="list-style-type: none"> -Training includes, but is not limited to: literacy 2.0, Big 6, phonemic awareness, comprehension, fluency, vocabulary, writing, listening, speaking, viewing, and thinking. -Additional emphasis on RTI and consistent growth with our readers (levels 3 to 4) -Train a cohort of instructional coaches | <ul style="list-style-type: none"> -K-12 Literacy Specialist -Consultants -Teaching Staff -Coordinators of Teaching and Learning -ASI -Principals -Enrichment Specialist -Mentor/Coaches | July 1, 2009 – June 30, 2010 | <ul style="list-style-type: none"> -attendance at sessions -number of sessions -evidence in observations, folder checks, and classroom walkthroughs -instructional coaches in place -student achievement data |
| Update and vertically align literacy strategies into curriculum maps throughout K-12 subject areas | <ul style="list-style-type: none"> -Review anticipated SED ELA standards and performance indicators upon their release -Revise and refine maps and course overviews to reflect SED changes; to be completed during Supt. Conference Days, grade level/dept. meetings, summer curriculum sessions | <ul style="list-style-type: none"> -CARE Representatives Coordinators of Teaching and Learning -ASI -Curriculum writers -Mentor/Coaches -ELA departments | July 1, 2009-June 30, 2010 | <ul style="list-style-type: none"> -Completion of review of SED ELA standards -revisions of maps and overviews |
| Inform instruction based on assessments | <ul style="list-style-type: none"> -Staff development to understand the assessment data available through the standardized tests -viewing of individualized tests/ IEP data (norm and criterion reference tests) -Transfer understanding of data to improve classroom instruction -Train teachers to use Data Mentor | <ul style="list-style-type: none"> - Coordinators of Teaching and Learning -Deputy Superintendent -NYSTART Trainer | July 1, 2009- June 30, 2010 | <ul style="list-style-type: none"> -attendance at sessions -number of participants -student assessment results -use of Data Mentor |
| Develop common classroom assessments and parallel tasks to align with curriculum and standards | <ul style="list-style-type: none"> -Review of benchmark test data -Creation of common assessment expectations -Creation of common assessments including item analysis -Review and update curriculum maps | <ul style="list-style-type: none"> -Teachers at all levels -Coordinators of Teaching and Learning | July 1, 2009- June 30, 2010 | <ul style="list-style-type: none"> -common assessments developed and utilized -review of data -number of sessions attended |

| | | | | |
|---|--|---|---------------------------------|---|
| | -These activities are to be completed during Supt. Conference Days, dept. meetings, TIPS, and summer curriculum writing days | -ASI -CARE | | |
| Construct opportunities to integrate Languages Other Than English and diversity of language into content area instruction | -Exchange opportunities for teachers -Integrated content area instruction -Foreign language book study | -LOTE Teachers -Coordinators of Teaching and Learning -Mentor/Coaches | July 1, 2009 – June 30, 2010 | -documentation of exchanges -number sessions held -number of participants |

Action Plan for 2009-2010: Technology

Goal: To support the integration and use of technology.

Objectives: To train teachers in the use of technology for communication and instruction.

To continue to explore and implement best practices with the use of technology

Data Reviewed: Student projects, curriculum maps, Strategic Plan Intents, Operational Plans, District Technology Plan, teacher surveys and ITS discussions

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|---|---|--|----------------------------|---|
| Provide a variety of opportunities for staff to develop technology skills for communication | Training in communication tools, such as: Office, Lotus Notes, website development, email etiquette, and ethical use of technology, School Tool, AVATAR, Moodle/Kajour, blogs, wikis, and other communication software Information on web 2.0 skills and ways to connect with students using these skills | -ITS -Technology Services Director -Assistant Superintendent -BOCES trainers -Turn key internal trainers | July 1, 2009-June 30, 2010 | -number of attendees -Evidence and integration/use of tools -survey feedback |
| Provide opportunities for staff to develop up to the minute technology skills for instruction | -Training in instructional tools, such as: MP3 players, jump drives, camcorders, podcast, video conferencing, virtual fieldtrips, movie making, animation software, tablet PCs, interactive white boards, and software programs -ethical use of technology -opportunities to learn about emerging technologies and their impact on student learning | -ITS -Technology Services Director -Assistant Superintendent -BOCES trainers -turn key trainers | July 1, 2009-June 30, 2010 | -number of attendees -Evidence and integration/use of tools -survey feedback -Senior Exit survey results |
| Provide training opportunities for staff to learn how to implement use of district software for time efficiencies | -Training in: Avatar, School Tool Gradebook, Data Mentor, IEP Direct, Guidance Direct, SubFinder, on-line building use forms, QueCenter for work orders, RTIm | -ITS -Principals -Technology Director | July 1, 2009-June 30, 2010 | -Evidence of training -Use of tools |

Action Plan for 2009-2010: Collegial Learning

Goal: To promote differentiated opportunities for collegial learning and reflection on teaching practices to meet the needs of students

Objectives: To allow opportunity to research, develop, and implement best practices in team teaching

To provide for opportunities for discussions of student needs through Response to Intervention

To allow opportunity for staff to review professional publications, share findings, and reflect on present practice

To provide staff opportunities to learn about the revisions to the teacher observation process

Data Reviewed: Student assessment data, teacher surveys, discussions, Operational Plans and SED information

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|--|---|--|----------------------------|--|
| Review different teaching models: Co-teaching and Co-planning and Consultant-teacher model | <ul style="list-style-type: none"> - Training in Co-teaching models - Staff development for use of support services in the classroom -Joint department/grade level discussions - Common opportunities for planning - collaborative interdisciplinary units using team building | ASI Deputy Superintendent/PPS Coordinators of Teaching and Learning Principals CARE Reps SETRC | July 1, 2009-June 30, 2010 | <ul style="list-style-type: none"> -Training completed -Number of attendees -Surveys -Dept./ Grade level meeting minutes |
| Discuss strategies and build collaboration through book studies | <ul style="list-style-type: none"> - book discussions - Implementation into instruction | ASI Coordinators of Teaching and Learning Librarians CARE Reps | July 1, 2009-June 30, 2010 | <ul style="list-style-type: none"> -Training completed -Number of attendees -Surveys -Dept./ Grade level meeting minutes |
| Provide opportunities for peer collaboration | <ul style="list-style-type: none"> -APPR (Annual Professional Performance Review) -Instructional coaching -Co-teaching -Consultant- teacher model | ASI Deputy Superintendent/ PPS Coordinators of Teaching and Learning CARE reps. Building principals Outside consultants | July 1, 2009-June 30, 2010 | <ul style="list-style-type: none"> -Trainings held -Strategies implemented - Number of participants in noted activities |
| Support teachers as they learn the APPR procedures | -training in the Framework, procedures for observations, alternative models, evaluations, and teacher improvement plans | APPR committee Consultants | July 1, 2009-June 30, 2010 | <ul style="list-style-type: none"> -trainings held -number of attendees -user feedback -APPR committee minutes |

Action Plan for 2009-2010: Wellness and Health

Goal: To comply with the district's wellness policy and to insure the safety of students and staff.
Objectives: To provide staff development in the areas of wellness, health, and safety.
Data Reviewed: SED regulations, teacher surveys, Operational Plans, discussions by Wellness Committees and Safety Committees

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|--|---|--|---|--|
| Training on violence prevention for all staff annually | -Specific training for all District s staff on: bullying, harassment, District Code of Conduct, harassment through technology | District Safety Officer Assistant Superintendent Principles | July 1, 2009-June 30, 2010 | -Completion of training |
| Review of drill procedures including: fire, sheltering, lockdown, evacuation, etc. | -Review Disaster Procedure Plan -Hold drills -Review procedures | District Safety Committee District Administration Principles | July 1, 2009 – June 30, 2010 | -Procedures reviewed -Drills completed |
| Train on National Incident Management System (NIMS) and Incident Command System (ICS), as needed | -Identify those who need training. -Contact qualified instructor(s). -Hold training. | Emergency Coordinator BOWMAC | July 1, 2009- June 30, 2010 | -training completed |
| Train staff in first aid and CPR | -Establish training schedule dates -Create list of staff required to be trained in consultation with building administration | Athletic Director Principals | Continuous training with mandated staff trained by Sept. 30, 2010 | -Training completed -Number of staff participating |
| Continue team building opportunities across curriculum, grade levels, and buildings | Ice Breakers and health activities during faculty meetings, Superintendent's Conference Days, and workshops Provide a variety of team building and individual experiences for wellness including use of district fitness equipment | ASI Building Principals CARE | Annual/ Continuous Training | -Surveys and feedback -Completed activities listed -use of wellness facilities |
| Training in the areas of student physical and mental health needs—including how these impact the classroom and strategies for assisting students | -Identify those who require training -Schedule dates for training -Identify trainers -Hold trainings -TIG training roll out | Deputy Superintendent Youth Services Coordinator | Annual/ Continuous Training | -Training completed -Building safety team reports |
| Implement PBIS and Response to Intervention | -training for building level teams -faculty meeting discussions | Deputy Superintendent Building Principals Psychologists School Counselors | July 1, 2009- June 30, 2010 | -training completed -plans implemented |

Action Plans for 2009-2010: Strategic Plan

Goal: To support the District strategic intents by addressing the needs and learning styles of a diverse population

Objectives: To evaluate and address the needs of a diverse student population

To promote positive relationships with parents and the community

To provide opportunities to research, develop and implement inquiry-based instruction

Data Reviewed: Strategic plan intents, community feedback, teacher surveys and discussions, operational plans

| Strategies | Activities/Actions | Who | Time Frame | Evaluation |
|---|--|--|---------------------------------|---|
| Provide staff training in diversity | <ul style="list-style-type: none"> - Training workshops and book studies focused on diversity - Use of department/grade level meetings - Sharing faculty meetings, TLC, CARE meetings | <ul style="list-style-type: none"> - Consultants - Assistant Superintendent - Coordinators of Teaching and Learning - Principals | July 1, 2009 – June 30, 2010 | <ul style="list-style-type: none"> -number of participants -number of sessions held -faculty, department, grade level, TLC, CARE meeting minutes |
| Develop and implement differentiated instruction | <ul style="list-style-type: none"> - Training workshops - Use of department/grade level meetings - Sharing at faculty meetings -implementation in classroom | <ul style="list-style-type: none"> - Consultants - Assistant Superintendent - Coordinators of Teaching and Learning - Principals | July 1, 2009 – June 30, 2010 | <ul style="list-style-type: none"> -number of participants -number of sessions held -faculty, department, grade level meeting minutes -teacher observations, classroom walk throughs |
| Address parental/community communication issues | <ul style="list-style-type: none"> - Training workshops - Use of department/grade level meetings - Sharing at faculty meetings | <ul style="list-style-type: none"> - Consultants - Assistant Superintendent - Principals - Parent representatives | July 1, 2009 – June 30, 2010 | <ul style="list-style-type: none"> -number of participants -number of sessions held -faculty, department, grade level meeting minutes -Key Communicators feedback |
| Research and implement inquiry-based instruction | <ul style="list-style-type: none"> - Training and implementation workshops - Use of department/grade level meetings - Sharing at faculty meetings | <ul style="list-style-type: none"> - Consultants - Assistant Superintendent - Coordinators of Teaching and Learning - Principals | July 1, 2009 – June 30, 2010 | <ul style="list-style-type: none"> -number of participants -number of sessions held -faculty, department, grade level meeting minutes -teacher observations, classroom walk throughs -student achievement data |
| Develop and align key concepts in math and science K-12 | <ul style="list-style-type: none"> - Peer-led training and implementation workshops - Use of department/grade level meetings and Superintendents Conference Days | <ul style="list-style-type: none"> - Teachers - Assistant Superintendent - Coordinators of Teaching and Learning | July 1, 2009 – June 30, 2010 | <ul style="list-style-type: none"> -number of participants -number of sessions held -faculty, department, grade level meeting minutes |

| | | | | |
|---|---|---|---------------------------------|--|
| Prepare students for the 21 st century | <ul style="list-style-type: none"> -Familiarize staff with 21st century skills -Finalize guidelines and rubric for the Exit Standards Portfolio project -Train HS staff in identification of contributions and the portfolio adjudication process | <ul style="list-style-type: none"> - Teachers - Assistant Superintendent - Coordinators of Teaching and Learning | July 1, 2009 – June 30, 2010 | <ul style="list-style-type: none"> -number of participants -number of sessions held -faculty, department, grade level meeting minutes -review of sampling of freshmen portfolios |
|---|---|---|---------------------------------|--|

| National and State Conference (Professional Development) Matrix | | | | |
|--|--|----------------|------------------|------------------|
| Department | Program Evaluation Report Due | 2008-09 | 2009-2010 | 2010-2011 |
| Art | Fall 2007/ Fall 2011 | | XX | |
| Business Education 9-12 | Fall 2010 | XX | | |
| English | Fall 2009 | | | |
| Enrichment | Fall 2009 | | | |
| Guidance | Fall 2009 | | | |
| Health | Fall 2010 | XX | | |
| Home and Careers 6-8 | Fall 2008 | | | |
| Instructional Technology | Fall 2007/ Fall 2011 | | XX | |
| Library | Fall 2007/ Fall 2011 | | XX | |
| LOTE | Fall 2010 | XX | | |
| Mathematics | Fall 2007 (K-8)/2011 Fall 2009 (9-12) | XX-9-12 | XX K-8 | |
| Music | Fall 2010 | XX | | |
| Physical Education | Fall 2010 | XX | | |
| Science | Fall 2007(5-8)/2011 Fall 2009 (9-12) Fall 2010 (K-4) | XX-9-12 | XX-K-4 | XX-5-8 |
| Social Studies | Fall 2010 | | XX | |
| Special Education | Fall 2007/ Fall 2011 | | | XX |
| Speech/Psych Services | Fall 2007/ Fall 2011 | | XX | |
| Technology | Fall 2009 | | | |

Mentor Programs – Teacher Mentor and Technology Mentor

Teacher Mentor Program

Rationale

The Honeoye Falls-Lima community has high expectations for all of its teachers. Preparing our students for the future, while meeting state standards, is a high priority. The purpose of the Honeoye Falls-Lima Teacher Mentor Program is to assist all new teaching staff as they begin their work in this district. The Honeoye Falls-Lima School District has a vested interest in each teacher hired and is committed to working on making the transition into our school community a positive one. The Teacher Mentor Program will provide support to new staff members by linking them with an experienced teacher.

New Staff

Newly hired teachers come to the district with varied experiences. Becoming familiar with the culture of the school district along with continuous learning of educational pedagogy standards and the operations of the school building is essential. Mentors provide support to new-to-district teachers as they become an integral part of the school community.

New hires will be classified into three levels. Level 1 will include new hires with less than 2 years full time teaching experience. Level 2 will include new hires with 3 to 5 years of full time teaching experience. Level 3 will include new hires with more than 5 years of full-time teaching experience. An experienced master HFL teacher serves as a facilitator/trainer at the building for the cohort of 2nd and 3rd year teachers. Meetings take place after school for 1 to 1 ½ hours per need and agenda, with a maximum of 8 meetings per year. Meetings focus on instructional strategies and best educational practices

Responsibilities of New Staff –Year 1

1. Participate in 1 1/2 days of planning with their mentor over the summer. The first 1/2 day is set aside for the new staff member and mentor to complete a 'Beginning of the Year Check List'. The whole day is for the mentor to assist the new staff member in planning for the 1st week of school. As a condition of employment, new teaching hires will be required to participate in this program.
2. Participate in the New Staff Orientation training that is currently a requirement for newly hired teaching staff.
3. Level 1 new hire will have weekly contact with his/her mentor
Level 2 new hire will have bi-weekly contact with his/her mentor
Level 3 new hire will have biweekly contact with his/her mentor through the 1st semester only.
4. Observe the mentor teacher's class a minimum of 2 times a year if Level 1 new hire; observe the mentor teacher's class a minimum of 1 time a year if Level 2 or 3 new hire.

Teacher Mentors

The role of the mentor is to provide support to the new staff member during transition into the new position. The mentor's job does NOT require the evaluation of the new staff member. In the case that the mentor / new staff member match is not compatible, for either party, every effort will be made to make the appropriate change.

Mentor Criteria

- Tenured HFL teacher
- Match new staff as close to grade level / subject area and building as possible
- Goal is to match one mentor to one new hire. Mentors can be assigned to no more than two new hires. Multiple assignments of new hires to mentors will only occur when there are more new hires than mentors.

Mentor Selection Process

Application into the Mentor Program does not automatically guarantee a mentoring opportunity. The Selection Team from each building has the responsibility of selecting the best match for each new staff member. The mentor pool will be obtained from volunteers and nominations from staff members. If a suitable match cannot be made within the District, a retired, former staff member could be considered as a mentor. The mentor pool will change from year to year depending on staff retirements and other vacancies

that occur. The building selection committee, made up of the principal, association representative and a Curriculum Articulation Resource Educator (CARE) from the Teaching & Learning Council, selects a mentor. The list of mentors and matches with new staff will be forwarded to the Association President and Superintendent for review and approval.

Responsibilities of Mentors

1. All levels will attend 1/2 day Mentor Training during the summer. If mentor is not able to attend the scheduled training, another mentor may be considered.
Levels 1 and 2 mentors will take an additional 1 and 1/2 days to meet with the new staff member
Level 3 mentors will take an additional 1/2 day.
2. Level 1 mentors will maintain weekly contact with the new staff member
Level 2 mentors will maintain bi-weekly contact with the new staff member
Level 3 mentors will maintain bi-weekly contact with the new staff member for the 1st semester only.
3. Level 1 mentors will observe the new staff member 5 times during the school year, with at least 2 observations in each semester and one additional observation in either semester.
Level 2 mentors will observe the new staff member 2 times during the school year, with 1 observation in each semester.
Level 3 mentors will observe the new staff member 1 time during the first semester.
4. All levels of mentors will keep a log of all of the weekly (bi-weekly) contacts and observations of the new staff member.

For Years 2 and 3 of Mentoring

All 2nd & 3rd year teachers attend the building meetings as set and facilitated by the facilitator/trainer. There will be no fewer than five such meetings.

- The building cohort assists the facilitator/trainer with agenda setting for the after school meetings.
- The facilitator/trainer provides focus on instructional strategies and best educational practices as needed and, as appropriate, arranges for guest speakers from within or outside of the District.
- The facilitator/trainer serves as a support for the 2nd & 3rd year teachers during the course of the year. This support is not at the same level as the mentoring in year 1.
- The facilitator/trainer completes a year-end evaluation report with meeting agendas attached.

Time Line*

November – February

Identify number of projected new staff hires for the upcoming school year.

March – April

Establish list of potential Mentors. The building selection committee (Building Principal, TLC member(s) and Association Representative(s) will review the Mentor applications and share with the Association President and Superintendent for tentative approval.

May – June

The building selection committee (Building Principal, TLC member(s) and Association Representative(s) match potential mentors with new hires and submit to the Superintendent and Association President for review and approval.

June – July

List to Superintendent for final approval and board action.

July –August

Mentor training and new staff planning meetings

New Staff Orientation

September - May

Monitor and evaluate program

*The timeline may be subject to changes in staffing needs that may occur throughout the year.

Technology Mentor Program

Rationale

The focus of our schools is to improve teaching and student learning. When used appropriately, technology enhances the teaching and learning process. We need to ensure that our staff is well trained in this area in order to provide optimal instruction to our students. Staff needs to be proficient in using technology resources to enhance student productivity, communication, research, problem solving, decision-making and creativity.

To meet the needs of staff members in the area of technology and its' integration into daily classroom activities, a Technology Mentor program is established at the Middle and High Schools that allows for "embedded" staff development that will be sustained throughout the entire year.

Application for Technology Mentor Position

Interested staff members apply for the position after the position has been posted, using the application available in the building's main office.

Application for Technology Mentee Position

Staff interested in working with a mentor in the area of technology notify their principal in writing and include reasons for the request. Staff can also be recommended for this program by their building principal.

Selection Process for Technology Mentor

Technology Mentors are selected based on the responses on their application and an interview with the building principal and members of the building Teaching-Learning-Technology team.

Selection Process for Technology Mentee

When more than two (2) requests are received, the building principal selects the person believed to be in most need of this type of assistance.

Compensation for Technology Mentor

A Technology Mentor receives a stipend of \$1,200 for the school year. This stipend is for working with one staff member for the school year and for teaching a minimum of 8 hours of professional development classes, as approved by the building principal and made available to building staff. The remainder of this stipend is for being available to the building staff for assistance as needed. Payment is made following submittal of documentation of the work completed with the Technology Mentee, Instructor Vouchers for the required classes and documentation of the assistance provided staff.

The classes are on relevant topics, or may be "open lab time" where staff can come to share ideas and work independently on projects with the Technology Mentor's support. The Technology Mentor submits appropriate paperwork upon completion of the classes or lab times.

Staff assistance is the availability to help any staff with technology and/or integration questions and/or needs that may be before, after and during the regular school day as per the Technology Mentor's available times. This assistance may also take the form of communicating technology tips, updates, ideas, best practices etc. to staff at monthly staff meetings and meeting periodically and working collaboratively with other Technology Mentors in the building and with the building Instructional Technology Specialist.

Compensation for Technology Mentee

A Technology Mentee may receive up to 15 contact hours for work with the Technology Mentor that occurs outside of the normal school day. The 15 contact hours are only counted toward the minimum staff development contact hour requirement. The mentor is responsible to turn in necessary paperwork, in order for the mentee to receive these contact hours.

Technology Mentor Responsibilities

1. The Technology Mentor works with one staff member each year, to facilitate the planning and implementation of at least two lessons or one unit/topic that integrates appropriate technology. Prior to working together, the Technology Mentor and Technology Mentee establish goals and a plan of how the goals are to be accomplished that includes how many hours they expect to use and what final product will be completed and submitted.
2. The Technology Mentor models, encourages, instructs and supports the staff they are working with to foster the professional growth of individual staff members in this area. The Technology Mentor meets with the Technology Mentee, outside of school hours, for as many hours as is necessary for them to complete their planned project(s) and ensures that all necessary resources and opportunities are available to the staff they are supporting, in order for them to successfully achieve the technology goals that they have agreed upon.
3. The Technology Mentor periodically observes the Technology Mentee in the classroom using technology with students. They use the Technology Rubric, as a peer evaluator, to assist the staff member evaluate their use and integration of technology and to help them determine personal technology goals. (The building ITS can be asked to help in this process)
4. Technology Mentors, building ITS, and Technology Mentees briefly meet every other month to review status, answer questions and give further support and/or training. This is a “team” that works together to ensure the success of the program and its participants.
5. The Technology Mentor develops and teaches at least 8 hours of professional development classes per school year for staff. These classes are on topics relevant and useful to school staff members, or could be “open lab time” where staff could come to share ideas and work independently on projects with Technology Mentor support.
6. The Technology Mentor is available to help any staff member with technology and/or integration questions and needs on pre-arranged times before and after school and during the Technology Mentor’s open times.
7. Technology Mentors attend any advanced training sessions that may become available, for contact hour credit with prior approval of their supervisor.
8. Technology Mentors are responsible for required documentation of the work with assigned mentee(s), professional development classes and assistance to staff.
9. If the mentor is not a member of the building TLT team, they should attend as many of the meetings as possible.

Technology Mentee Responsibilities

- Prior to working together, the Technology Mentee and Technology Mentor establish goals and a plan of how the goals are to be accomplished and will include how many hours they expect to use and what final product will be completed. (complete appropriate Goals Form and submit to building ITS) They are responsible to meet together, outside of school hours, for as much time as is necessary to complete the project.
- The Technology Mentee participates in periodic classroom visits from the Technology Mentor during times when technology is being used with students.
- The Technology Mentee uses the Technology Rubric for self-evaluation and discussion points with the Technology Mentor concerning progress in the use and integration of technology in their classroom and with their personal professional technology goals.
- The Technology Mentee meets every other month with other Technology Mentees, Technology Mentors, and building ITS to review status, answer questions, get further support and/or training.
- The Technology Mentee is responsible, with the Technology Mentor, for completion of all paperwork to document their work.

Building Principal and ITS Responsibilities

1. Supports Technology Mentor(s) and Technology Mentee(s) to ensure success of program.
2. Conducts evaluation survey prior to end of the school year with the program participants to evaluate the program.
3. Uses survey results to review the program as to its’ success and make recommendation(s) to district administration as to whether the program should be continued and/or expanded.

Instructional Coach

Rationale:

The purpose of the Honeoye Falls-Lima Teacher Instructional Coach Program is to assist veteran, tenured teaching staff as they work to implement district initiatives. The Honeoye Falls-Lima School District has a vested interest in each teacher hired and is committed to continued learning for teachers. The Instructional Coach Program will provide support to tenured staff members by linking them with another teacher who demonstrates skills in targeted areas.

Instructional Coaches

The role of the mentor is to provide support to the staff member during their implementation of district initiatives. The coach's job does NOT require the evaluation of the staff member.

Instructional Coach Criteria

- Tenured HFL teacher
- Demonstrated knowledge, understanding and experience with the targeted area.
- Experience with facilitating staff training. e.g., Superintendent Conference Day work, committees, mentoring, etc.
- Commitment to continued professional learning as evidence by attendance at staff development, pursuit of National Board certification.
- Strong communication skills

Instructional Coach Selection Process

Interested staff members apply for the position after the position has been posted, using the application available in the building's main office. Each year the district will post open mentor/coach positions, listing the district area of focus. For example, these may be: literacy, diversity, technology, etc.

Application Instructional Coach Mentee Position

Staff interested in working with a coach in the noted area will notify their principal in writing and include reasons for the request. Staff should identify the level of support they are interested in receiving. Staff can also be recommended for this program by their building principal.

Levels of Coaching

Level 3: commitment of a full year of work with weekly contact with the Instructional Coach with a minimum of 5 classroom observations during the course of the school year.

Level 2: commitment of a full year of work with bi-weekly contact with the Instructional Coach with a minimum of 2 classroom observations during the course of the school year.

Level 1: commitment of one semester of work with bi-weekly contact with the Instructional Coach with a minimum of 1 observation.

Compensation for Instructional Coach

Contract between the Honeoye Falls-Lima Education Association and the Superintendent of Schools, July 1, 2007-June 30, 2009, Article VIII – Personal Professional Development. A limited number of Instructional Coaches will be appointed in targeted areas of professional development. These positions will be subject to an annual appointment and evaluation at a rate of compensation commensurate with Mentor Teacher: Level 3, \$1,250; Level 2, \$750 and Level 1, \$350. Instructional Coaches are encouraged to take on a small group of level 2 and 1 mentees to build a professional learning community during this work.

Compensation for Instructional Coach Mentee

A Mentee may receive up to 15 contact hours for work with the Instructional Coach that occurs outside of the normal school day. The 15 contact hours are only counted toward the minimum staff development contact hour requirement. The instructional coach is responsible to turn in necessary paperwork, in order for the mentee to receive these contact hours.

Responsibilities of Instructional Coaches

- All levels of Instructional Coaches will attend instructional mentor training during the summer. This will be paid at the contractual staff development rate.
- Work with the Mentee to create goals and a plan for how the goals will be accomplished.
- Instructional Coaches will meet quarterly with Assistant Superintendent, or designee, to review the work and to discuss the challenges and successes of this position.
- Reflection on the mentee's implementation of new strategies supported by evidence of student work and student behaviors should be reviewed by the Instructional Coach.

Mentee Responsibilities

- Prior to working together, the Mentee and Instructional Coach will establish goals and a plan of how the goals are to be accomplished and will include how many hours they expect to use and what final product will be completed. They are responsible to meet together, outside of school hours, for as much time as is necessary to complete the project, based on the level of support they are receiving. This plan must be approved by the building principal.
- The Mentee is responsible for implementing new strategies into classroom instruction, as identified in their plan.
- The Mentee participates in periodic classroom visits from the Instructional Coach during times when the initiative areas are being implemented with students.
- The Mentee will also visit the classroom of their Instructional Coach during times when the initiative areas are being implemented.

Release time

- Given the nature of the classroom visitations and demonstration lessons, Instructional Coaches and their Mentees will be supported with a minimum of 2 release days.

Statement of Assurances

SCHOOL DISTRICT: Honeoye Falls-Lima

BEDS CODE: 260901060000

**HONEOYE FALLS-LIMA CENTRAL SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PLAN**

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
- reflects congruence between student and 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.

Superintendent of Schools

Date