Professional Development Plan

Akron Central School District

Andrea Kersten
Superintendent of Schools
Board of Education Approval:
July, 2024

A Learning Centered Community Dedicated to its Students

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PROFESSIONAL DEVELOPMENT PLANNING TEAM

(Majority of team members must be teachers)

District Name: Akron Central School
BEDS Code: 142101040000
Superintendent: Andrea S. Kersten
Address: 47 Bloomingdale Avenue, Akron, NY   14001

Phone: (716) 542-5010	**Fax: (716) 542-5018**	**E-Mail: akersten@akronk12.org**

Year(s) Plan is Effective: 2024-2025

District Team (Required)

___10__ **# administrators/staff**

___8___ **# teachers**   ___N/A_ **# administrators/staff**

_____ **# others (specify roles below)**   __N/A_ **# teachers**

School Team(s) (Recommended)   __N/A_ **# others (specify roles below**

Anto Abrams	Indigenous Homeschool Liason	Danielle Hawkins	Director of Curriculum and Instruction
Danielle Chase	High School Teacher	Paul Kowalski	Director of Technology
Jeri Diletti	High School Teacher	Stephen Dimitroff	High School Principal
Michaela Nowak	Middle School Teacher	Renee Reinhardt	MS/HS Assistant Principal
Stephanie Schreck	Instructional Coach	Joseph Caprio	Middle School Principal
Caitlin Kenyon	Middle School Teacher	John Morello	MS Assistant Principal/AD
Kristin Corser	Elementary Teacher	Todd Esposito	Elementary Principal
Claudia Best	Elementary Teacher	Caroline Kos	Elementary Assistant Principal
Val Ess	BOCES Curriculum and Technology Coordinator	Mary Fial	Director of Special Education

Number of school buildings in district: **3**

Number of school-based professional development teams: **0**

Indicate how school team(s), if any, will be represented on district team:

There are no active building based professional development teams. There is only a district professional development team.

If school teams are not represented on the District Professional Development Team, describe briefly how the District Plan will ensure that the needs of schools in the District are met.

Each school principal is represented on the District Professional Development Team. In addition, each building has at least 2 teacher representatives. Through district wide surveys, in-depth data analysis, faculty meeting input, department and grade level meetings, building needs are identified and addressed through Summer Curriculum work, professional conferences, and release time activities. The Director of Curriculum and Instruction works very closely with each building to plan, schedule and evaluate all building specific activities, which will successfully support all District Level activities. The District Team meets regularly throughout the school year to plan and evaluate all professional development.

CONTINUING TEACHER LEADER EDUCATION (CTLE)

On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015. See Attachment I. To support this requirement all teachers regardless of certification will be required to participate in a minimum of 35 hours of professional development each year. All teacher assistants and nurses will be required to participate in a minimum of 15 hours of professional development each year. Time will be required to be recorded in My Learning Plan.

*   Suggested activities that will qualify as Professional Development under this Plan:

- Mentoring
- Peer Review of Learning Experiences (units)
- Problem Solving Through Collaboration
- Workshops
- Cases (video review of lessons taught)
- Mini-Seminars
- Action Research/Study Groups
- College Courses
- Conferences
- Curriculum Development
- Team Teaching
- Serve as a Cooperating Teacher for a Student Teacher
- Portfolio Development
- Strategic Planning
- Participation in School Committees
- Faculty Meetings
- Collaboration for Team/Co-Teaching
- Grade Level/Department Meetings
- Site Visits
- Interdisciplinary Activities
- Team Teaching Through Collaboration
- Superintendent's Conference Days
- Training and Scoring for State Exams
- Grant Implementation
- Other Activities as Approved by Building Administrator, Such as Training With a Consultant
- Teacher Website Development
- Culturally Responsive Teaching
- DEIB (Diversity, Equity, Inclusion, Belonging) Planning

There is not an upper limit on the amount of time a teacher could spend in professional development, and all teachers are encouraged to participate in learning opportunities outside the school day/year.

All teachers will review their professional development of My Learning Plan annually. See Attachment I.

DISTRICT RESOURCES

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

    X   General Fund

    X   Title I (Meeting ESSA requirements for student achievement)

    X   Title II and Title IV

    X   IDEA 611

Staff Resources:

____X____ Curriculum developers

____X____ Content specialists

____X____ Exemplary teachers/Instructional Coaches

Providers:

____X____ Institutions of Higher Education

_____ Teacher Resource Centers

____X____ BOCES

Community:

____X____ Major employers

____X____ Community-based organizations

_____ Parents

NOTE: All funds for professional development will be used to implement this plan.

BELIEFS ABOUT PROFESSIONAL DEVELOPMENT

1. Through professional dialogue, collaboration, and reflection teachers can maximize their students' and their own individual potential.
2. Teaching is a complex process that requires specialized skills and constant updating.
3. Learning can occur anytime, anywhere and at any pace.
4. In order to optimize learning for all students, teachers, and staff the District must provide time and on-going professional development opportunities.
5. To maximize student achievement, engagement, and growth teachers need to take advantage of professional development opportunities.

Expectations for Participation

Suggested activities to document learning:

    a. The anticipated learning from the course, workshop and mini-seminar is USED in the classroom and becomes a part of the learner's repertoire. This may require time AFTER the workshop, etc. for modeling, coaching, or peer collaboration for this to occur.

    b. The curriculum unit or learning experience developed is taught, evidence of student learning collected, and a peer review occurs.

    c. The study group reports on its research and use-in-practice in a format that is predetermined by the principal or supervisor.

    d. The results of the action research project are shared with the faculty.

    e. The mentor and intern log topics of conversation and results of the learning.

    f. The learning gained at the conference is logged, used in class, and reported to the principal/supervisor for possible sharing at a faculty, grade level or department meeting.

    g. Peers who collaborate to solve problems log the problem, the solutions considered, the solution selected and the research confirming this choice and evidence of effectiveness of the solution.

    h. The video is shared with a peer who logs what was observed, with comments on the discussion held with the originator, and the originator's reflections, (both parties complete the log).

    i. Team teachers maintain a log that contains appropriate components from the following: topics discussed, relevant research or commentary, lessons taught, evidence of student learning, parent contacts, and reflections.

    j. School committee members who use this avenue to grow professionally will maintain a log of meetings attended, reflections on how membership on the committee can lead to improved student learning and a list of contributions to the committee.

Performance accountability could be demonstrated through:

    a. Student achievement on State/Standardized tests

    b. Evidence of student learning that is shared with peers

    c. Growth as shown on self-assessment tool

    d. Collections of evidence of student and teacher learning (portfolios)

<center>Range of Professional Development Opportunities</center>

Our staff development initiatives are carefully linked to our Strategic Plan and NYS Learning Standards. See Attachment II .

These professional development opportunities occur during the summer, on Superintendent's Conference Days, and during the school day and after school.

<center>Evaluation Plan</center>

The PDP Team will use feedback and data on an annual basis to revisit suggestions for the subsequent year. The Team will survey teachers in order to inform the revision process of the Professional Development Plan and to seek input for the professional development priorities for the next year.

<center>Needs/analysis for Professional Development Plan</center>

Describe how the Professional Development Plan is aligned with learning standards and assessments, student needs and is articulated within and across grade levels.

- All professional development in the District is focused on enhancing student learning and social emotional needs. Teachers and administrators work collaboratively to analyze student assessment data including NYS assessments and parallel tasks. Needs for training are derived from the analysis of weaknesses in student work and the performance of specific sub groups.

- The major tool for articulation across grade levels are Curriculum Maps. There is one map per grade level per subject. Curriculum maps have allowed us to:
    * Audit our alignment to the Learning Standards
    * Plan for co-teaching and inclusion of Special Education students
    * Plan for interdisciplinary instruction
    * Plan for differentiated instruction
    * Plan for vertical and horizontal alignment of curriculum

Grade level, department meetings and faculty meetings are used to look at data including curriculum maps and student work across grade level spans.

Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.

1. We will promote a culture of success that engenders leadership and innovation for our students, staff, and community.

2. We will personalize teaching and learning to enhance academic achievement and create a sense of belonging for all students.
3. We will ensure academic and non-academic learning opportunities and provide personal support to develop the whole person.
4. We will continually work to achieve a positive relationship with the Tonawanda Seneca Nation Council of Chiefs and the Indigenous community.
5. We will ensure the optimal organizational capacity, effectiveness, and implement appropriate programming to actualize our mission and objectives.

We will continue to focus on these areas by:
* Continuously analyzing student data.
* Continuously auditing and adjusting our curriculum and instructional priorities.
* Providing time for teachers to collaborate in developing curriculum and instructional strategies.
* Providing time for teachers to become proficient in evidence based instructional approaches

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Identify how the data used supports the goals, objectives, strategies and activities in the Professional Development Plan.

- The District reviews the New York State Report Card yearly and identifies achievement and commencement gaps. Teachers in their respective courses are presented with the achievement data and use student performance trends to inform their instruction.

- Our student performance and behavior data continues to indicate a need to improve especially for Indigenous and Special Education students, especially at the intermediate and the commencement levels.

- Our recently revised Strategic Plan provided both anecdotal and hard data input which also identified subpopulation achievement as an important goal.

MENTOR PROGRAM

At its November 2003 meeting, the Board of Regents adopted a regulation requiring school districts and BOCES to plan and implement mentoring programs for first-year teachers in their employ. This regulation (8 NYCRR 102.2[dd] complements a previously adopted regulation (8 NYCRR 80.3.4 [b][2] effective February 2, 2004) that requires all new teachers holding an initial certificate to complete a mentored teaching experience within their first year of employment as a teacher. Describe how the Mentor Program will meet this requirement below.

Purpose

The mentor will provide guidance and support for teachers new to the District. From the guidance provided by the Mentor Coordinator and established veteran teachers, the mentees will receive information, encouragement and better understanding of the culture of Akron Central School, and encourage participants to become lifelong reflective practitioners.

Mentor Committee

Composition of Mentor Committee

- Mentor Coordinator
- Up to 3 teachers as selected by AFA bargaining unit
- Up to 3 administrators as appointed by Superintendent

Mentor Committee Responsibilities

- Reviews new mentor applications. See Attachment IV.
- Determines mentor-mentee pairings and makes initial recommendations to Mentor Coordinator.
- Reviews the effectiveness of the mentor program in January and June using the mentor program evaluation form. This is to include a summary of both positive aspects and areas needing improvement, as well as suggestions for change to the Professional Development Plan Committee and the Superintendent/Board of Education.
- The Mentor Coordinator chairs the committee and votes to break a tie in the selection process.

Mentor Coordinator

The mentor committee will choose this individual by July 1st of the required year. This person will not be assigned a mentee and compensation will be equal to that of a mentor. The coordinator position will be a

3-year term. In the event more than one candidate applies, consideration will be given to the incumbent. The Mentor Coordinator will be assigned 5 classes and will be given no supervisory duties, unless (s) he volunteers to do otherwise.   Regardless of which building (Elementary, Middle, or high) the coordinator teaches in, the District will provide class coverage as needed, determined by the Mentor Coordinator, for the Mentor Coordinator to perform the necessary duties. The applicant for the position of Mentor Coordinator must meet all qualifications of a mentor.

Responsibilities of Coordinator:

- Oversee program

- Maintain the list of eligible mentors

- Actually canvass eligible members interested in being assigned a mentee

- Consult with the Director of Educational Services for mentor/mentee needs

- Initiate the mentor selection process as soon as an opening is anticipated

- Organize and convene the mentor selection committee at the beginning of each year or as needed

- Arrange release time for mentors and mentees as needed

- Assist in coordinating mentor training sessions

- Assist in coordinating mentor-mentee orientation sessions

- Schedule and chair group meetings with mentors and mentees at least once each semester

The coordinator may also provide help in other areas. For example, the coordinator may:

- Assist mentees in the videotaping requirement necessary for permanent certification or a Professional Certificate

- Assist mentees in the process of applying for permanent teacher certification or a Professional Certificate

- Assist in the coordination and planning of scheduled meetings and in-services for mentees Pre K-12

- Assist in understanding, developing and maintaining a record of professional development

- By invitation, observe classes of mentees to provide positive feedback and constructive criticism concerning effective teaching strategies; in classes, the regular mentor cannot attend due to scheduling conflicts

- Act as initial intermediary between mentors and mentees who may have conflicting philosophies and/or personalities

The Mentor Coordinator may not:

- ☐ Direct any AFA member, new or veteran, to perform any school related duty

- ☐ Evaluate any AFA member for the purpose of professional review

- ☐ Work in any way which violates the current agreement between the Akron Central School District and the Akron Faculty Association

Mentor
Qualifications of a Mentor

A mentor must ......

- ☐ be tenured and hold permanent certification or a Professional Certificate

- ☐ have a minimum of 5 years teaching experience in the Akron Central School District

- ☐ be experienced in organizing subject matter, planning lessons, sharing school philosophy and methodology, and model effective teaching strategies

- ☐ have demonstrated skills in developing interpersonal relationships that exhibit caring, kindness, and understanding, work collaboratively, utilize effective verbal and non-verbal communication skills, and be a model of a continuous learner

- ☐ successfully complete a mentor training program mutually agreed upon by the District and the AFA

- ☐ be able to maintain confidentiality

Qualities of a good mentor
- ➢ Committed to the role of mentoring
- ➢ Accepting of the beginning teacher
- ➢ Skilled at providing instructional support
- ➢ Effective in different interpersonal contexts
- ➢ Model of a continuous learner
- ➢ Communicates hope and optimism

Abilities
- ➢ Ability to model effective teaching strategies
- ➢ Ability to work in a collaborative manner
- ➢ Ability to maintain confidentiality
- ➢ Ability to manage time effectively

Knowledge

- ➢ Knowledge of effective teaching strategies
- ➢ Knowledge of instructional effectiveness

Demonstrated Skills

- ➢ Professional competence
- ➢ Effective verbal and non-verbal communication
    - Interpersonal skills of caring, kindness and understanding

Experience

- ➢ Subject-area or grade-level experience
- ➢ Five or more years of successful teaching experience

Role of a Mentor

The mentor is to be a non-threatening informational resource person to the mentee. The ratio of mentor to mentee is one to one. From the guidance provided by established veteran teachers, the mentees will receive information, encouragement, and better understanding of the culture of Akron Central School promoting more effective delivery of instruction. In no way should his or her job be considered that of an evaluator. Confidentiality is to be maintained between the mentor and mentee at all times. The responsibilities may include:

- ☐ observation
- ☐ modeling instruction
- ☐ lesson planning with new teacher
- ☐ team teaching
- ☐ peer coaching
- ☐ orientation of new teacher to school culture
- ☐ technology assistance
- ☐ assist in development of professional growth plan
- ☐ documentation of mentoring activities
- ☐ other activities as appropriate

Responsibilities of Mentor

➢ Get involved in solving specific problems about curriculum, instruction and relationships

➢ Provide opportunities for classroom visits with feedback (beginning teacher's classrooms, mentor's classroom, colleague's classroom). Encourage visits to other classrooms by offering to cover the beginning teacher's classroom

➢ Express positive feelings about teaching and help the beginning teacher attain those same feelings. Address the new teacher's thoughts about being a teacher

➢ Help the new teacher cope with practical details of being a teacher

➢ Assist with the new teacher's understanding and management of school authority

➢ Listen to daily concerns, progress and questions

➢ Serve as a source of ideas

➢ Be easily accessible, trustworthy and understanding

➢ Offer assistance on classroom management

➢ Demonstrate professional competence

➢ Help expand the beginning teacher's repertoire of teaching strategies

➢ Show awareness of, commitment to, and familiarity with the new teacher's classroom

➢ Schedule time willingly with the beginning teacher

➢ Provide a task-oriented focus established through a two-way interchange about goals and procedures

Time Allocation for Mentoring Activities

The District will make every effort to facilitate the following:

☐ scheduling common planning periods

☐ releasing the mentor and mentee from a portion of their instructional and/or non-instructional duties, as needed

☐ providing time for mentoring during Superintendent conference days

☐ providing time before and after the school day, as needed

☐ providing time during summer orientation sessions, as needed

The number of hours will be logged by the Mentor. The duration of mentoring will be based on Tier. Based upon administrative observations, the option for a second and/or third year may be granted as per the Superintendent's recommendation. See Attachment V .

Length of Service & Remuneration

Tier	Appointment Type	Description	Mentoring Hours
Tier I	Probationary	New teacher to the district and is required by NYSED to be mentored	40 hours
Tier II	Probationary	New teacher to the district and is NOT required by NYSED to be mentored	10 hours
Tier III	Short/ Long Term Substitute (11 – 40 weeks)	New teacher to the district and is still in need of mentoring according to NYSED	1 hour per week
Tier IV	Short/Long Term Substitute (11 – 40 weeks)	New teacher to the district and is NOT required by NYSED to be mentored	10 hours
Tier V	Short Term Substitute	New teacher to the district, but will only be here ten weeks or less	NONE

Mentoring is a relationship that commences on the date of the mentor-mentee assignment and concludes at the end of 10 academic school months or other Board approved length of service as indicated below. A mentor will be paid a stipend equal to remuneration outlined in the current contractual agreement between the AFA and the Akron Central School District. Every reasonable effort will be made to provide substitute teachers or other class coverage to release the mentor and mentee for observation activities.

Attributes of the Teacher Mentoring Model

1. Mentors are trained.

2. Mentors receive a stipend.

3. Each mentor is assigned no more than one mentee per year.

4. Mentoring at ACS is non-evaluative.

5. Mentoring at ACS encourages self-reflection.

6. The Mentor-Mentee relationship is confidential and collegial in nature.

7. The relation of administration and mentor regarding a mentee is a one-way street.

   - Administrators may share, with the mentor and the mentee, their thoughts regarding the performance and progress of the mentee.

   - Administrators do not request mentors to report on the progress and performance of a mentee.

8. Mentors may visit their mentees and watch them do their job.

9. Mentors meet both formally and informally with mentees.

10. Mentors are to refer to items on the checklist on the mentor log form. Some items are covered in greater depth than others depending on the needs of the mentee.

    - Checklists are kept by the mentor and mentee and may be destroyed at the end of the mentoring term.

11. Mentors may arrange a 3-way meeting involving the mentor, the mentee and the administrator in charge of the mentee's formal observation process to discuss the observation process.

12. Administrators are open to the possibility that the teacher may want the mentor to 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 mentee and the administrator.

13. Mentors complete a mentor evaluation form at the end of the mentoring time. See Attachment <u>VI</u>.

14. Mentors and mentees acknowledge the end of their contractual relationship by signing a Superintendent Verification of Mentored Experience as needed by NYS. A Completion of Mentoring form will also be completed by the Mentor and Mentee. The Superintendent Verification of Mentored Experience is maintained in the Personnel Office for at least seven years. See Attachment <u>VII</u>.

Akron Central School District Instructional Coach

GENERAL DESCRIPTION: The Instructional Coach provides authentic opportunities for colleagues to see best practices in action. The main goal of the coach is to improve instructional practice and student learning. Four instructional coaches and a TOSA, who is the lead instructional coach, will be hired.

The Lead Instructional Coach is a Teacher on Special Assignment (TOSA) and will accrue seniority in their tenure area. Internal candidates may return to their home building after any year due to performance or coach request.

PRIMARY RESPONSIBILITY: The Instructional Coach will be responsible for contributing to and leading in the development of a District-wide community of study, facilitating and supporting the involvement of all teachers in an instructional coaching model, structured around the sharing of professional practices, reflection on their craft, and the development of a shared vision of teaching and learning. Instructional coaches will provide direct support to teachers in the classroom/building setting.

PREFERRED QUALIFICATIONS: A minimum of five (5) years of effective teaching and possession of the appropriate certification in the following areas:

QUALIFICATIONS:

1. Valid New York State teacher certification in an appropriate curricular area, or other combination of certification and experience as deemed appropriate by the Superintendent of Schools.
2. Demonstrated effectiveness as a classroom teacher.
3. Demonstrated willingness to study one's craft to build his/her personal capacity.
4. Commitment to the study, understanding and implementation of standards based curricula and high quality instructional practices.
5. Demonstrated understanding of the use of assessment data.
6. Demonstrated willingness to collaborate with colleagues in varied settings both inside and outside the school day to meet the needs of students.
7. Grasp of effective communication in both oral and written forms.
8. Possess strong understanding of adult learning theory and coaching for improved instructional practice and student engagement.
9. Demonstrated ability to apply understanding of differentiated instruction, lesson design, assessment and theories of literacy and numeracy development to instructional practice.
10. Experience working collaboratively with other professionals around curriculum, instruction and assessment practices.

11. Experience in data analysis to guide whole group, small group and individualized instruction.

12. Experience planning, coordinating and facilitating professional learning opportunities.

13. Demonstrated work in independently growing one's individual knowledge and practice.

REPORTS TO: Director of Curriculum and Instruction

RESPONSIBILITIES:

1.   Work closely with individuals and teams of teachers to understand and implement standard based curricula and high quality instructional practices.

2.   Participate in the design of curriculum materials for the district.

3.   Provide or assist others in identifying quality resources to support instruction.

4.   Plan and design lessons (and/or units of study) collaboratively with teachers one-on-one, in small groups and/or at grade level meetings.

5.   Support teachers in taking on identified instructional practices and strategies.

6.   Provide strong, effective models of best practices.

7.   Co-plan and co-teach lessons with classroom teachers.

8.   Create a welcoming, respectful and emotionally safe environment.

9.   Engage in constructive dialogue with the teacher to help guide the teacher's understandings and practices.

10. Build the capacity of a cadre of teacher-leaders who can be relied upon, over time, to support and facilitate the learning of their colleagues.

11. Provide feedback and follow-up on lessons to facilitate teacher reflection on the effectiveness of the lesson and to identify/set goals for future work.

12. Illustrate how a deeper understanding of subject matter can actually enhance problem solving and critical thinking.

13. Cultivate teachers' ability to identify students' particular learning styles and intelligences.

14. Help teachers/administrators develop their abilities to use various strategies to reach different students as well as create environments that support differentiated teaching and learning.

15. Highlight ways teachers can seize opportunities for integrating 21st century tools and teaching strategies into their classroom practice and help them identify what activities they can replace/de-emphasize.

16. Assist in the analysis of assessment data to monitor building-wide progress

17. Serve as a resource to both classroom and special area teachers.

18. Build trust and mutual respect with teachers and administrators.

19. Demonstrate flexibility and responsiveness to teacher needs.

20. Facilitate and plan professional learning opportunities at the district and building level as directed.

21. Use of effective communication skills such as active listening and open-ended questioning during interactions with teachers.

22. Demonstrate a commitment to the on-going improvement of their own professional knowledge and skills through participation in workshops, seminars, courses and local and national conferences.

EVALUATION:

Coaches will be evaluated by the Director of Curriculum and Instruction

ADDITIONAL EXPECTATIONS:

Coaches will be expected to work up to an additional five (5) days each summer.

APPLICATION PROCESS:

Please submit a completed letter of interest and the attached application to Office of Educational Services. See Attachment IX .

LIST OF ATTACHMENTS

Attachment I: Annual Teacher Verification of My Learning Plan

Attachment II: Strategic Plan

Attachment III: Teacher Effectiveness Framework

Attachment IV: Mentor Application

Attachment V: Mentor Log Form

Attachment VI: Mentor Evaluation Form

Attachment VII: Superintendent Verification of Mentored Experience

Attachment VIII: Professional Development Providers

Attachment IX: Instructional Coaching Application

Attachment I: Annual Teacher Verification of My Learning Plan

Akron CSD
Professional Development
End of the Year Verification Form
School Year:_____

Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain certification. To support this requirement all teachers regardless of certification will be required to participate in a minimum of 35 hours of professional development each year. All teacher assistants will be required to participate in a minimum of 15 hours of professional development each year.

Professional Development Hours are captured and tracked via My Learning Plan for each user.

Viewing My Portfolio
Users can access their portfolio to view all their completed activities broken down by year, activity, hours and/or credits.
Use these steps to view My Portfolio:
To access your portfolio, click on **My Portfolio** under the **Learning Plan** tab on the left side.

You can also choose to view the portfolio in a different format using one of the options under Portfolio Views after you click on **My Portfolio**.
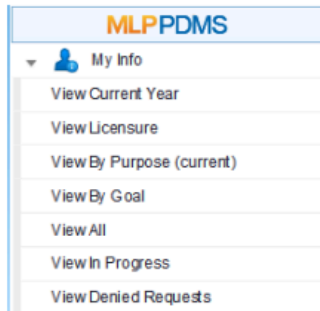
I have reviewed my electronic portfolio in My Learning Plan. The data is accurate to the best of my knowledge and information.

Printed name:_____

Signature:_____ Date: _____

This Form should be returned to the respective main office.

Attachment II: Strategic Plan

The Mission

The mission of the Akron Central School District, a learning-centered community dedicated to the dreams of our students, is to ensure that each student realizes his or her unique human potential and contributes positively to society, through a system characterized by:

- Valuing the unique gifts and dreams of each person
- Developing all dimensions of each human being
- Advancing the knowledge, skills, and wisdom of each student
- Nurturing and respecting the dignity of each human being
- Cooperatively working to continuously create new realities

Strategies and Action Plan

Goal 1: Develop a plan to increase effective communication practices district-wide

- Strategy 1.1 District Level: Establish a targeted communication system among and within buildings, departments, and community
    - Action Steps:
        - Research and educate district employees on best practices, roles, and options for district communication
        - Survey parents and staff to investigate preferred social media tools used for information
        - Develop a written district-wide communication plan inclusive of all staff members that outlines systems for communication: Audit of email lists and staff coverage
        - Staff recognition/appreciation opportunities
        - Social media use and guidelines
        - Inclusion of all staff members in meetings and professional development as applied
        - Frequency of communication
        - Standardize/streamline method of communication among teachers/across schools (e.g., All use Remind, Dojo, Google Classroom,PowerTeacher, etc.)
- Strategy 1.2 Building Level: Provide opportunity and structure to increase communication between teachers and students/parents at all levels
    - Action Steps:
        - Empower students through structured strategies where teachers provide feedback, increase awareness of grades, and teachers/students communicate through technology
        - Create structures and opportunities to increase teacher and parent communication (e.g.,Open House/Welcome Back,parent portal, email, principal newsletters, mail progress reports)

- Explore and develop systems and procedures for communication with students (e.g., Check and Connect programs for students)
  - Goal 2: Develop and utilize district-wide practices that teach and reinforce pro-social behaviors so that Akron Schools is an affirming and inclusive school community
    - Strategy 2.1 Engage teachers and staff in opportunities and trainings to build relationships with all students
      - Action Steps:
        - Provide professional development opportunities for all faculty and staff on supporting students through building relationships and working with all students (e.g.,Trainings on having difficult conversations, modelingpro-social behaviors, defining bullying, integration of social skills in daily lessons, inclusive focus, DEI trainings)
        - Implement a district wide program to support character education and social skills development that clearly and consistently communicate desired character traits across school levels (e.g.,CHAMPS or Leader in Me)
        - Offer asset-based professional development opportunities for all staff on Indigenous culture
    - Strategy 2.2 Engage all students in opportunities to build positive relationships and deepen their connection to the Akron Schools Community
      - Action Steps:
        - Create additional student clubs (not necessarily goal/hobby based) and groups as identified through student surveys
        - Increase opportunities for teambuilding and relationship development for students and staff at the secondary level (e.g.,Restorative Circles, Field Days,basketball games, teacher advisory duty vs study hall duty,assign adults specific students to check-in with, Buddy program, student mentoring program)
        - Offer opportunities for training students on social media platforms and their effects on mental health at the elementary and secondary levels
        - Identify and clearly communicate ways to connect students/families with community partners to support home and school needs
  - Goal 3: Create engaging and challenging learning opportunities that reflect all of Akron students' cultural and developmental interests
    - Strategy 3.1 Elementary focused plan
      - Action Steps:
        - Create ongoing opportunities for student voice and choice in learning opportunities
        - Develop enrichment opportunities for students
        - Provide staff training in evidence-based literacy and math resources aligned to NYS Learning Standards to increase student achievement

- - - Provide more cultural representations in curriculum and materials
    - Provide professional development opportunities that offer a "toolbox" of strategies to increase engagement (e.g.,Kagan, games, and technology)
    - Explore and implement opportunities for Grade Level/ Content Area Teacher-Leadership within the district
    -
  - Strategy 3.2 Secondary focused plan
    - Action Steps:
      - Explore and provide professional development opportunities that offer a "toolbox" of strategies to increase engagement (e.g.,Kagan)
      - Explore and develop curriculum opportunities that improve cultural understanding through dedicated training and time for curriculum development
      - Provide opportunities to increase awareness and student voice in potential course offering opportunities
      - Increase opportunities for students to experience career and community connections through real-world connections (e.g.,bringing industries in or kids to the industries, internships)
      - Explore and implement opportunities for Grade Level/ Content Area Teacher-Leadership within the district
      - Provide staff training in evidence-based resources aligned to NYS Learning Standards to increase student achievement

Attachment III: Teacher Effectiveness Framework

Silver Strong & Associates
Thoughtful Education Press

TEACHER EFFECTIVENESS FRAMEWORK

Overview

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country.

The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of observable teaching indicators within each dimension and relevant student behaviors associated with effective instruction. It also includes rubrics for developing summative evaluations, along with a set of protocols to help school leaders provide meaningful feedback to teachers and conduct powerful pre- and post-observation conferences.

What Are the Components of Effective Teaching?

Research and experience prove, beyond a shadow of a doubt, that classroom instruction has far more impact on student learning than any other factor. A study of the world's top 25 school systems puts it this way: "The only way to improve outcomes is to improve instruction" (Barber & Mourshed, 2007). This is why two of the three Framework components focus directly on classroom instruction.

COMPONENT ONE

Four Cornerstones of Effective Teaching (Dimensions 1, 2, 3, & 4)

Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielson, 2007; Marzano, 2007; Marzano, Frontier, & Livingston, 2011; Saphier, Haley-Speca, & Gower, 2008; Stronge, 2010). These are the four dimensions:

1. Organization, Rules, and Procedures
2. Positive Relationships
3. Engagement and Enjoyment
4. A Culture of Thinking and Learning

These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.

COMPONENT TWO

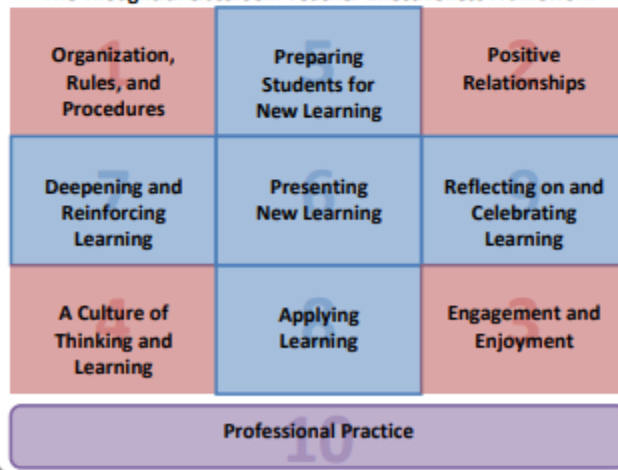**Five Episodes of Effective Instruction (Dimensions 5, 6, 7, 8, & 9)**

While there are clear universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), we've identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

5. Preparing Students for New Learning
6. Presenting New Learning
7. Deepening and Reinforcing Learning
8. Applying Learning
9. Reflecting on and Celebrating Learning

Understanding these five episodes—and their driving purposes—is critical for both the teacher and the observer. Teachers use these episodes to design high-quality lessons and units. For classroom observations, these five episodes immediately orient the observer within the instructional sequence, ensuring that teachers and observers are on the same page.

The Thoughtful Classroom Teacher Effectiveness Framework

Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships
Deepening and Reinforcing Learning	Presenting New Learning	Reflecting on and Celebrating Learning
A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment

Professional Practice

COMPONENT THREE
Looking Beyond the Classroom

Effective Professional Practice (Dimension 10)

10. The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities, including the teacher's commitment to ongoing learning, professionalism, and the school community.

Attachment III: Teacher Effectiveness Framework

THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

How to Collect Evidence through Classroom Observation

1. Determine what kind of observation you will be conducting.

A *formal observation* is announced, lasts for an extended period of time, and usually involves a pre- and post-observation meeting between the teacher and the observer (see the green pre- and post-observation panels below and to the right).

Informal observations are typically shorter in duration than formal observations, may be unannounced, and should happen regularly throughout the year.

2. Review the nine dimensions and instructional indicators to decide which ones you will focus on during the observation.

3. Select the appropriate online template or paper form for your observation.

4. Use these simple marks to help you collect information about the teacher's instruction:

☑ **Evident** – Place a checkmark in the box.
☐ **Not Evident** – Leave the box blank.
○ **Missed Opportunity** – Circle the box.

5. *Remember:* Quality instruction does not mean addressing all indicators.

6. Look for student behaviors that are signs of effective instruction during your observation.

7. Collect notes to support your observation and develop meaningful feedback (see gray feedback panel to the right).

How to Conduct a Pre-Observation Conference

I. Learning Goals: Start by working with the teacher to identify and establish the learning goals to be observed. *What are your learning goals for the lesson to be observed? How do these specific goals relate to your broader learning goals and overall instructional sequence?*

II. Instructional Episodes: Once you've established the learning goals, work together to identify the relevant dimensions the teacher will be focusing on. *Which instructional episode(s) (Dimensions 5–9) will you likely be engaged in during this observation?*

III. Assessing Student Learning: How will student learning be assessed? What evidence will you collect to check student understanding (in relation to your learning goals)?

IV. Learning Activities: What learning opportunities or instructional activities will you use to achieve your learning goals?

V. Learning from this Observation: Finally, help the teacher clarify expectations and identify focus points for the observation. *What questions do you have about your lesson design and delivery? What data would you like me to collect during the lesson to help you better understand your own practice?*

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Contact us!
We understand that choosing a teacher evaluation system is a complex decision. If at any time you'd like more information, have any questions, or would like to schedule a more detailed "walk through" of the Framework, just give us a call.
800-962-4432
www.ThoughtfulClassroom.com

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1 | Organization, Rules, and Procedures
How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Instructional Indicators (Formative Observation)*
- ☐ 1.1 Organizes the classroom for safety and learning
- ☐ 1.2 Maintains smooth flow of activities
- ☐ 1.3 Establishes classroom rules and procedures
- ☐ 1.4 Provides clear task directions
- ☐ 1.5 Manages student behavior
- ☐ 1.6 Manages non-instructional tasks efficiently
- ☐ 1.7 Works effectively with other adults in the classroom

Impact on Student Learning – Sample Student Behaviors
- Show respect for each other and learning
- Understand and follow classroom rules and procedures
- Take responsibility for their own learning

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

5 | Preparing Students for New Learning
How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

Instructional Indicators (Formative Observation)*
- ☐ 5.1 Selects appropriate standards [ccss]
- ☐ 5.2 Establishes clear and measurable learning goals/targets [ccss]
- ☐ 5.3 Poses essential questions [ccss]
- ☐ 5.4 Uses engaging hooks
- ☐ 5.5 Introduces key vocabulary [ccss]
- ☐ 5.6 Assesses students' background knowledge, skills, and interests
- ☐ 5.7 Clarifies expectations for products and performances [ccss]
- ☐ 5.8 Encourages students to develop personal goals

Impact on Student Learning – Sample Student Behaviors
- Understand/restate learning goals in their own words
- Know what they have to produce and what's expected of them
- Call up their prior knowledge

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

2 | Positive Relationships
How does the teacher build meaningful relationships with the students and among students to promote learning?

Instructional Indicators (Formative Observation)*
- ☐ 2.1 Maintains a positive and "with it" demeanor
- ☐ 2.2 Incorporates students' interests into lessons
- ☐ 2.3 Differentiates instruction and assessment to meet students' needs
- ☐ 2.4 Builds a respectful and supportive classroom [ccss]
- ☐ 2.5 Promotes high-level student collaboration [ccss]
- ☐ 2.6 Communicates with students and the home
- ☐ 2.7 Shows care and concern for students as individuals

Impact on Student Learning – Sample Behaviors
- Are respectful of each other and the teacher
- Collaborate with each other
- Participate in whole-class and small-group discussions

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

How to Provide Meaningful Feedback
Any time you conduct an observation, it is essential that you provide the teacher with meaningful feedback. Based on your observation, use the Four Ps below to develop your feedback.
Provide Evidence that supports what you observed.
Praise positive teaching behaviors that enhance learning.
Pose questions that foster reflection on the teacher's decisions and their impact.
Propose (collaboratively, if possible) how to improve the teacher's practice.

How to Conduct a Post-Observation Conference
Use these questions to help focus the teacher's reflection after the lesson/observation:
Review: What did you and your students do during the lesson? What changes did you make during the lesson that deviated from your lesson design?
Reactions: What are your personal reactions to the lesson? What do you feel went well? What caused you concern? How do you feel your students reacted to the lesson? What caused them to feel this way?
Reasons: What caused you, if at all, to modify your plans during the lesson? Why do you feel the way you do about the lesson? Why do you think the lesson went well? Where do you think it could have gone better? What were the results of the lesson? What did students learn? Why do you think this is so?
Rethink: What would you do differently next time? What have you learned from this lesson and observation? How will this observation influence your teaching in the future?
Reflect: How did this observation and feedback process work for you? How, as a coach and observer, can I better help you?

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7 | Deepening and Reinforcing Learning
How does the teacher help students solidify their understanding and practice new skills?

Instructional Indicators (Formative Observation)*
- ☐ 7.1 Identifies critical junctures and has students assess progress
- ☐ 7.2 Assigns regular content-based writing tasks [ccss]
- ☐ 7.3 Conducts periodic review and practice sessions
- ☐ 7.4 Provides descriptive feedback
- ☐ 7.5 Groups students to maximize learning
- ☐ 7.6 Uses a variety of resources [ccss]
- ☐ 7.7 Provides opportunities to process learning deeply [ccss]
- ☐ 7.8 Assigns purposeful homework

Impact on Student Learning – Sample Student Behaviors
- Are able to distinguish between what they know, don't know, and need to work on
- Practice and rehearse
- Use feedback to assess and modify their performance

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

6 | Presenting New Learning
How does the teacher present new information and provide opportunities for students to actively engage with content?

Instructional Indicators (Formative Observation)*
- ☐ 6.1 Organizes content into meaningful chunks [ccss]
- ☐ 6.2 Uses multiple sources of information/media [ccss]
- ☐ 6.3 Demonstrates high-quality communication skills [ccss]
- ☐ 6.4 Uses various presentation techniques to enhance memory
- ☐ 6.5 Conducts modeling and think-alouds
- ☐ 6.6 Uses a variety of questioning and response techniques to assess understanding and adjust instruction
- ☐ 6.7 Uses outside resources to enhance learning [ccss]
- ☐ 6.8 Helps students assemble big ideas [ccss]

Impact on Student Learning – Sample Student Behaviors
- Are able to identify big ideas and important details
- Can answer questions about their learning
- Can summarize what they've learned

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

9 | Reflecting on and Celebrating Learning
How does the teacher help students look back on their learning and refine their learning process?

Instructional Indicators (Formative Observation)*
- ☐ 9.1 Celebrates student achievement
- ☐ 9.2 Encourages students to look back and develop new insights [ccss]
- ☐ 9.3 Provides students opportunities to reflect on their learning
- ☐ 9.4 Promotes metacognition [ccss]
- ☐ 9.5 Helps students review and address unmet goals
- ☐ 9.6 Helps students set future performance goals

Impact on Student Learning – Sample Student Behaviors
- Take a step back to see the big picture
- Talk about their own learning process
- Look back at their learning goals to assess their effort and achievement

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

† How to Assess a Teacher's Effectiveness Using a Four-Point Rubric
When you have enough information, use this four-point rubric to assess the teacher's instructional effectiveness. Note that the rubric may be used in different ways: You may use it to assess a teacher's effectiveness within each dimension or you may use it to assess the overall effectiveness of a lesson.
(1) Novice: Minimal or no commitment to effective instruction. Relevant practices are not being used or need reconsideration because they are not having their intended effects on student learning.
(2) Developing: Initial commitment to effective instruction. The teacher is using relevant instructional practices, but the practices need further refinement. With refinement, the impact on student learning can be increased.
(3) Proficient: Clear commitment to effective instruction. The teacher applies relevant instructional practices that have a positive impact on student learning.
(4) Expert: Strong commitment to effective instruction that shows advanced expertise. The teacher applies relevant instructional practices and is able to adapt them to students' needs and particular learning situations. These practices have a consistently positive impact on student learning.

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4 | A Culture of Thinking and Learning
How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Instructional Indicators (Formative Observation)*
- ☐ 4.1 Helps students develop skills for reading rigorous texts [ccss]
- ☐ 4.2 Engages students in higher-order thinking [ccss]
- ☐ 4.3 Challenges students to support ideas with evidence [ccss]
- ☐ 4.4 Uses effective questioning and recognition techniques
- ☐ 4.5 Encourages discussion, dialogue, and debate [ccss]
- ☐ 4.6 Requires use of critical academic vocabulary [ccss]
- ☐ 4.7 Uses technology as a learning tool [ccss]
- ☐ 4.8 Encourages students to use strategies on their own [ccss]

Impact on Student Learning – Sample Student Behaviors
- Use different forms of critical thinking
- Support their thinking with evidence
- Use academic vocabulary

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

8 | Applying Learning
How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

Instructional Indicators (Formative Observation)*
- ☐ 8.1 Aligns summative assessment with learning goals/targets
- ☐ 8.2 Requires students to transfer learning [ccss]
- ☐ 8.3 Develops writing tasks that promote college and career readiness [ccss]
- ☐ 8.4 Engages students in authentic research projects [ccss]
- ☐ 8.5 Challenges students to present and defend ideas [ccss]
- ☐ 8.6 Helps students analyze and address task demands [ccss]
- ☐ 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.)
- ☐ 8.8 Differentiates assessment tasks

Impact on Student Learning – Sample Student Behaviors
- Analyze and revise their own work to improve its quality
- Incorporate feedback into their revisions
- Present and explain their work

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

3 | Engagement and Enjoyment
How does the teacher motivate students to do their best work and inspire the love of learning?

Instructional Indicators (Formative Observation)*
- ☐ 3.1 Invites diverse forms of thinking [ccss]
- ☐ 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)
- ☐ 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies
- ☐ 3.4 Displays a passion for teaching and learning
- ☐ 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives
- ☐ 3.6 Creates a classroom that inspires and delights

Impact on Student Learning – Sample Student Behaviors
- Are energetic and enthusiastic
- Enjoy themselves in the classroom
- Express their own interests, ideas, and insights

Four-Point Assessment Rubric *(see panel for description)*†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

This [ccss] notes instructional indicators that support key themes in the Common Core State Standards. A full analysis is available at: www.ThoughtfulClassroom.com/PDFs/CommonCore

***Note:** Instructional indicators and student behaviors have been condensed. See *The Thoughtful Classroom Teacher Effectiveness Resource Guide* for full-length indicators.

This icon notes that corresponding templates are available for your laptop or mobile device. See back page for training and implementation options.

Attachment III: Teacher Effectiveness Framework

How to Assess Professional Practice: Looking Beyond the Classroom

A comprehensive evaluation of teacher effectiveness includes looking beyond the classroom. Below are three sets of indicators to help guide your assessment of the teacher's commitment to professional growth, the school community, and professionalism. Use the four-point rubric within each set to assess the teacher's commitment to professional practice.

10 | Professional Practice
How committed is the teacher to professional learning and contributing to the school community?

Commitment to Professional Growth
- ☐ 10.1 Self-assesses and works to improve classroom practice
- ☐ 10.2 Develops and implements a professional growth plan
- ☐ 10.3 Seeks out professional development and continuous learning opportunities
- ☐ 10.4 Works with colleagues to improve practice throughout the building

(1) **Novice:** The teacher is reluctant or resistant to professional growth.
(2) **Developing:** The teacher has made an initial commitment to professional growth and applies new learning in the classroom.
(3) **Proficient:** The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.
(4) **Expert:** The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

Commitment to the School Community
- ☐ 10.5 Maintains open communication with the entire school community
- ☐ 10.6 Assumes appropriate leadership roles
- ☐ 10.7 Maintains and builds a positive school culture

(1) **Novice:** The teacher is not contributing to the school community beyond his or her classroom.
(2) **Developing:** The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.
(3) **Proficient:** The teacher is a regular and active contributor to the school community.
(4) **Expert:** The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

Commitment to Professionalism
- ☐ 10.8 Maintains a high level of professionalism at all times
- ☐ 10.9 Adheres to legal responsibilities and current educational policies

(1) **Novice:** The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).
(2) **Developing:** The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.
(3) **Proficient:** The teacher adheres to school rules and is generally aware of major changes in educational policy.
(4) **Expert:** The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.

How to Develop a Comprehensive Evaluation Using Multiple Measures

The best and most reliable evaluations of teacher effectiveness are based on multiple measures. Based on your school's or district's plan, decide how much each measure will be weighted by assigning it a percentage value. (*Note:* Total weighting should equal 100%.)

I. **Instructional Practice** (Dimensions 1-9)	___ x ___ % = ___
II. **Professional Practice** (Dimension 10)	___ x ___ % = ___
III. **Student Performance Data**	
A. Standardized Test Data	___ x ___ % = ___
B. Local Assessments	___ x ___ % = ___
C. Other	___ x ___ % = ___
IV. **Student Feedback/Surveys**	___ x ___ % = ___
V. **Other Measure**	___ x ___ % = ___
TOTAL	100% = ___

Based on your district or state guidelines, use the information from the comprehensive evaluation to determine the teacher's overall level of effectiveness. If your district or state has not yet defined specific levels of effectiveness, you can use an adapted version of the Framework rubric. See inside panel for full rubric.

(1) Novice   (2) Developing   (3) Proficient   (4) Expert

References
Barber, M., & Mourshed, M. (2007, September). *How the world's best-performing school systems come out on top.* New York: McKinsey & Company.
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Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria, VA: ASCD.
Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher: Building your teaching skills* (6th ed.). Acton, MA: Research for Better Teaching.
Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence.* Larchmont, NY: Eye on Education.
Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

Training & Implementation
Leadership Training
- Learn the dimensions, indicators, and rubrics in the Framework.
- Use the Framework to conduct formal and informal observations and collect evidence of effective practice (using real classroom videos).
- Compare evaluations with those of other administrators to begin establishing inter-rater reliability.
- Use each successive round of observation to refine practice and calibrate judgments.
- Learn how to provide meaningful feedback to teachers.
- Learn how to conduct powerful pre- and post-conferences with teachers.
- Learn how to develop final evaluations of teacher effectiveness based on multiple measures.
- Explore different formats for writing up final evaluations.
- Learn how to promote teacher growth through the development of targeted professional growth plans.

Additionally, Silver Strong & Associates offers a host of training and coaching services to help schools implement a successful teacher evaluation process, including **foundation training**, on-site **coaching**, and the development of **teacher-leadership cadres**. For a description of these services, please visit: **ThoughtfulClassroom.com/TEServices**

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Thoughtful Education Press

Our Partners
In order to fully automate the teacher evaluation process, improve data management, and target professional development to teachers' needs, Silver Strong & Associates is proud to announce two key partners in teacher evaluation:

K-12 Evaluation Solutions has designed a web-based evaluation system that captures the look, feel, and ease-of-use of the Framework. With K-12 Evaluation Solutions, the entire Framework is automated, from teacher self-assessment, to observations, to teacher professional growth plans. All data is stored and managed, enabling administrators to build comprehensive summative evaluations of every teacher and incorporate student assessment data. **(Zimco.net)**

School Improvement Network has integrated PD360—the largest PD library in the country—with the Framework. This powerful professional development package includes full PD 360 access for all teachers and administrators. Videos cover all major educational topics and are fully searchable by grade level and content area. Also includes a starter library of PD videos aligned specifically to the dimensions in the Framework. **(PD360.com)**

Attachment IV:Mentor Application
AKRON CENTRAL SCHOOL
MENTOR APPLICATION
School Year _____

Name_____   Building_____

Home Phone_____   School Phone_____

Teaching Assignment at Akron Central School

_____

Total years in education:_____

       Years at ACS:_____

Degrees and Majors: _____

_____

Are you interested in the mentor coordinator position? _____

Specialized Training: _____

_____

_____

_____

_____

District and/or Building Committee Participation/Teacher Association Involvement: (List committees wherein you have chaired or participated on and length of time served.)

References: (List two Akron Central School educators who will attest to your professional expertise.)

_____

_____

MENTOR LOG SHEET

School Year _____

Date	**Time**	**Activity**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

To be turned in to the Mentor Coordinator at the end of the year.

_____   _____

Attachment VI: Mentor Evaluation Form

MENTOR PROGRAM EVALUATION

Submitted by _____

To be completed at the end of mentoring term by each mentor and mentee. Please return to the mentor coordinator.

Program Strengths:

Areas in need of improvement:

Suggestions for improvement:

Other Comments:

Attachment VII: Superintendent Verification of Mentored Experience

Superintendent Verification of Mentored Experience

Instructions

This form is only to be used for candidates who are submitting an application for a PROFESSIONAL teaching certificate. It is to be completed by the superintendent of schools or, if the mentored experience was completed while the candidate was employed by a non-public school, the principal or person in equivalent position with the school.

The candidate named below is seeking Professional certification. 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.

_____   _____   _____
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
(Check and Complete *one* of the shaded boxes *only* **and** the Attestation)

☐ 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.

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 _____

Superintendent's/Nonpublic Chief School Officer's Phone # _____

Superintendent's/Nonpublic Chief School Officer's E-mail _____

District/Nonpublic School Name _____

District/Nonpublic School Address _____

_____

Agency/Nonpublic School Code (if applicable) _____

Superintendent Verification of Mentored Experience, January 2007

Attachment VII: Professional Development Providers

- Erie 1 BOCES
- GNC
- ClearTouch
- Kagan
- Orton-Gillingham
- Science of Reading
- Amplify Science
- eDoctrina

Attachment IX: Instructional Coaching Application

Application: Akron Central School Instructional Coach 2024-2025

POSITIONS: Three (3) Instructional Coaches to support the District Strategic Plan and District Initiatives in the areas of:

- Lesson Design/Student Engagement/Instruction/Differentiation
- DEIB/Culturally Responsive Teaching/Restorative Practices/Behavioral Interventions
- Literacy Instruction PreK-12

GENERAL DESCRIPTION:

An Instructional Coach partners with teachers to strengthen instructional practice with the academic goal of increasing student learning, engagement and achievement, and the social emotional goal of supporting the whole child.

PRIMARY RESPONSIBILITIES:

Responsibilities of the Instructional Coach:

- Supporting the ACS Instructional Coaching Mission: The mission of instructional coaching is to increase growth and learning for students and faculty in a collegial environment built upon trust and collaboration.
    - Build sustainable relationships with colleagues
    - Support teacher practice for the purpose of increased student engagement, learning and achievement
    - Engage in continued professional learning
    - Embody and model a growth mindset
- Support and promote a culture of continued learning and growth for all
- Plan, facilitate and attend professional development opportunities for faculty across the District (9th period sessions, Superintendent Conference Days, New Teacher Academy, etc.)
- Collaborate and provide support to teachers in instructional areas of their choosing - may include lesson planning/implementation, coaching cycles, push-in to classrooms to model or co-teach strategies/lessons, etc.
- Support teachers new to the District in their professional growth (New Teacher Academy, 1:1 collaboration, small groups, PD sessions, etc.)
- Attend Instructional Coaching Team meetings and collaborations (Availability is extremely important) (May extend beyond the school day)
- Continue to help grow the ACS Instructional Coaching Program to best serve faculty in the area of professional development to support teaching and learning
- Need to be have ample 9th period availability and flexibility, may also extend beyond the school day

PREFERRED QUALIFICATIONS:

NYS Certified AFA member currently employed and tenured by the Akron

Central School District with a minimum of five (5) years of full time experience in their field

QUALIFICATIONS:

1. Valid New York State teacher certification in an appropriate curricular area, or other combination of certification and experience as deemed appropriate by the Superintendent of Schools
2. Demonstrated effectiveness in the profession
3. Demonstrated willingness to study one's craft to build his/her personal capacity
4. Commitment to the study, understanding and implementation of standards based curricula and high quality instructional practices
5. Demonstrated understanding of the use of assessment data
6. Demonstrated willingness to collaborate with colleagues in varied settings both inside and outside the school day to meet the needs of students
7. Grasp of effective communication in both oral and written forms
8. Possess strong understanding of adult learning theory and coaching for improved instructional practice and student engagement
9. Demonstrated ability to apply understanding of differentiated instruction, lesson design, assessment and theories of literacy and numeracy development to instructional practice
10. Experience working collaboratively with other professionals around curriculum, instruction and assessment practices
11. Experience in data analysis to guide whole group, small group and individualized instruction
12. Experience planning, coordinating and facilitating professional learning opportunities
13. Demonstrated work in independently growing one's individual knowledge and practice

REPORTS TO: Director of Educational Services

RESPONSIBILITIES:

1. Work closely with individuals and teams of teachers to understand and implement standard based curricula and high quality instructional practices.
2. Participate in the design of curriculum materials for the district.
3. Provide or assist others in identifying quality resources to support instruction.
4. Plan and design lessons (and/or units of study) collaboratively with teachers one-on-one, in small groups and/or at grade level meetings.
5. Support teachers in taking on identified instructional practices and strategies.
6. Provide strong, effective models of best practices.
7. Co-plan and co-teach lessons with classroom teachers.
8. Create a welcoming, respectful and emotionally safe environment.

9. Engage in constructive dialogue with the teacher to help guide the teacher's understandings and practices.
10. Build the capacity of a cadre of teacher-leaders who can be relied upon, over time, to support and facilitate the learning of their colleagues.
11. Provide feedback and follow-up on lessons to facilitate teacher reflection on the effectiveness of the lesson and to identify/set goals for future work.
12. Illustrate how a deeper understanding of subject matter can actually enhance problem solving and critical thinking.
13. Cultivate teachers' ability to identify students' particular learning styles and intelligences.
14. Help teachers/administrators develop their abilities to use various strategies to reach different students as well as create environments that support differentiated teaching and learning.
15. Highlight ways teachers can seize opportunities for integrating 21st century tools and teaching strategies into their classroom practice and help them identify what activities they can replace/de-emphasize.
16. Assist in the analysis of assessment data to monitor building-wide progress.
17. Serve as a resource to both classroom and special area teachers.
18. Build trust and mutual respect with teachers and administrators.
19. Demonstrate flexibility and responsiveness to teacher needs.
20. Facilitate and plan professional learning opportunities at the district and building level as directed.
21. Use of effective communication skills such as active listening and open-ended questioning during interactions with teachers.
22. Demonstrate a commitment to the on-going improvement of their own professional knowledge and skills through participation in workshops, seminars, courses and local and national conferences.

ADDITIONAL EXPECTATIONS:
Coaches will be expected to work up to an additional five (5) days each summer.

APPLICATION PROCESS:
Please submit this completed Google Form application, as well as a letter of interest, to Caroline Kos, Director of Educational Services.

* Indicates required question

1. Email *

_____

2. Name *

_____

3. Certification Areas *

4. Years of Experience *

5. Grades/Subjects Taught or Positions Held *

6. Why are you interested in becoming an ACS Instructional   *
    Coach?

7. What strengths, experience or knowledge might you bring to this   *
    role?

8. Describe how you see yourself in this role if chosen for this   *
   position.

   _____

   _____

   _____

   _____

   _____

9. Anything else you would like to add?

   _____

   _____

   _____

   _____

   _____

Thank you for your interest and for applying for this position.

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