

Waterloo Central School District

Organizational Professional Learning Plan 2022-2023



Waterloo Central School District Organizational Professional Development Plan 2022-2023

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Waterloo Central School District Organizational Professional Development Plan 2022-2023

The Waterloo Central School District is located midway between the northern ends of Cayuga and Seneca Lakes in the Finger Lakes Region of New York State. Agriculture and tourism are major industries. The urban centers of Ithaca, Rochester, and Syracuse are within one hour's drive.

Four schools make up the Waterloo Central School District:

- Skoi-Yase Primary School (UPK-2)
- LaFayette Intermediate School (3-5)
- Waterloo Middle School (6-8)
- Waterloo High School (9-12)

Waterloo Central School District supports 352 staff members and approximately 1,600 students. Many students participate in extra and co-curricular activities. The District is committed to providing a Personalized Learning Environment and integrating technology throughout the District.

The Waterloo Central School District is committed to improving the quality of education students receive through a commitment to a strong professional development program.

The mission of the Waterloo Central School District is to provide a safe environment and educational programs that will provide opportunities for all members of this community to obtain a well-rounded education so they can be productive and successful in their personal and professional lives.

Vision

The Waterloo Central School District is dedicated to providing all staff members with strong, job-enhancing professional development throughout their employment in the district in order to provide knowledge, expectations, and the skills needed to positively impact the lives of students. Professional development opportunities consist of required training days, workshops and in-services; dedicated time to meet during the school week in professional learning communities (PLCs); faculty meetings; optional trainings; and attendance to external trainings including national, state and out-of-district conferences.

Introduction

- **Educational Excellence:** Learners will be challenged to achieve highest academic standards in order to maximize their potential for life success.
- **Fulfillment and Wellness:** Learners will be challenged to develop their unique talents and abilities in order to maximize their potential for personal fulfillment and overall wellness.
- **Lifelong Inquiry:** Learners will commit themselves to the search for understanding, to inquire responsibly, to evaluate critically, and to respond compassionately throughout their lives.
- **Partnerships in a Global Community:** Learning will extend outside our classrooms and the walls of our schools, utilizing partnerships and cultural resources that reflect an awareness and collaboration with communities, locally and globally.
- **Empowerment to Embrace Change:** Learners will be engendered with a sense of flexibility and adaptability so that they will be empowered to create their own futures, making a difference in their lives and in the communities in which they live.
- **Social Emotional Learning:** Learners will be challenged to develop the habits of thought and actions that help people live and work together as families, friends, neighbors, and communities.

The Waterloo Central School District Professional Development Plan has been developed in coordination with the goals identified by the district administrators and teacher leaders. The teacher leaders and administrators will develop, implement, and evaluate the Professional Development Plan throughout the course of each year. The Assistant Superintendent for Curriculum and Instruction will recommend a revised PD plan to the Board of Education for yearly approval the Board of Education's Reorganizational Meeting.

Waterloo Central School District Organizational Professional Development Plan 2022-2023

Members of the Board of Education:

Andrea Bennett
Erin Brown
Wendy DiSanto
Raymond Grifa Jr.
Ellen Hughes
Coreen Lowry
Josh Mull
Caitlin Ryan
Renee Thomas

Superintendent of Schools

Terri Bavis

Professional Development Committee Membership

Name	Title
Kelly Sobus	Grade Level Chair, 2 nd Grade
Heather Buck	Department Chair, Reading
Joseph Christensen	Grade Level Chair, 4 th Grade
Craig Cowell	Department Chair, Technology
Daniel Doore	Middle School Assistant Principal
Heather Elisofon	Parent Representative

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Mark Griffin	Department Chair, Science
Allison Amidon	Department Chair, Middle School Social Studies
Jenn Hayden	Assistant Superintendent for Curriculum and Instruction
Tabitha Morris	Department Chair, Secondary Special Education/Grade Level Chair, 12 th Grade
Scott Maloney	Department Chair, High School Math
Babette McCulloch	Department Chair, Health and Physical Education
Amy McGhan	Department Chair, Elementary Special Education
Cristi Kelley	Department Chair, High School English/Grade Level Chair, 11 th Grade
Shaun Merrill	Principal, 3-5
Sarah Carey	Department Chair, Art
James Karcz	High School Assistant Principal
Ellen Fanning	High School Assistant Principal
Brittany Atkinson	Middle School and High School Assistant Principal
Sarah Marchitell	Principal, UPK-2
Jackie Mull	Grade Level Chair, 5 th Grade
Stacy Paine	Grade Level Chair, Kindergarten
Stephanie Post	Department Chair, Library Media Specialists

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Vivian Becker	Department Chair, Music
Shelli Tam	Director of Pupil and Personnel Services
Michelle Aguilar	Grade Level Chair, 3 rd Grade
Vince Vitale	Middle School Principal
Mylene Lynch	Department Chair, LOTE
Jada Bryant	Dept. Chair, Counseling & Student Support Services
Mary Thomas-Madonna	HS Principal
Melissa Brown	Grade Level Chair, 1 st Grade
Toby Coleman	Director of Personalized Learning and Innovative Programming
Chelsea Jay	Department, Middle School Science
Christal Kent	Director of Health, PE, and Athletics
Cynthia Salow	Department Chair, Middle School Math
Heather Gill	Grade Level Chair, 9 th Grade
Kate Picciano	Grade Level Chair, 7 th Grade
Kim Brown	Grade Level Chair, 10 th Grade
Lisa Bennett	Department Chair, Middle School English
Missy Neumire	Grade Level Chair, 6 th Grade

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Molly Lahr	MTSS Coordinator
Rebecca Gilfus	Grade Level Chair, 8 th Grade
Tom Alexander	Department Chair, HS Social Studies

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Waterloo Central School District, Waterloo Teacher Resource Center, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Waterloo Central School District's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

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8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Development Goals

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<p>Goal #1: Leadership Team Awareness</p> <ul style="list-style-type: none"> • Personalized Learning-Instructional Technology • Use of Office 365 • Supervision/Evaluation Software (Frontline) • Supervision/Evaluation- Observation Inter-Rater reliability • SchoolTool Administrative Functions • English Language Learners and Students with Disabilities • Every Student Succeeds Act (ESSA) • Updated Safety Plan, Safety Plan Technology, and Revised Safety Plan Procedures • DASA • MTSS/RTI/PBIS • Data-Driven Dialogue and Instruction • Professional Learning Communities • Health Smarts • Second Step <p>Goal #2: Curriculum and Programming</p> <ul style="list-style-type: none"> • Social Studies Inquiry Based Model of Instruction as modeled in the Frameworks for Social Studies, grades 6-12 • Curriculum Map Development for: <ul style="list-style-type: none"> ○ Social Studies ○ Science ○ Visual Arts ○ Music ○ Health and PE ○ ELA ○ World Languages • Integration of Instructional Technology & NYS Computer Science and Digital Fluency Learning Standards • Development of a cohesive Guided Reading Program K-6 • Development of a K-8 Whole Group Reading Program • Interim Assessment Writing for ELA and Math • RTI/PBIS/MTSS • Next Generation Science Standards Implementation- NYSSLS • District Wellness Committee <p>Goal #3: Data and Assessment</p> <ul style="list-style-type: none"> • State Assessment/Regents Data Analysis/iReady/Achieve 3000 • Standards-based ELA Assessment Development • Standards-based Math Assessment Development • Student Achievement Data Analysis • RTI/PBIS/MTSS 	<p>Goal #4: Personalized Learning and Engagement</p> <ul style="list-style-type: none"> • ELA Media Literacy • American Reading Company (ARC) • Digital Literacy and Citizenship • Authentic Learning Activities and Opportunities • Gamification • Utilization of 1:1 Devices • Personalized Learning/Engagement through software applications (Office 365, iReady, Achieve 3000, Quizlet, etc.) • Data-Driven Dialogue and Instruction • STEAM <p>Goal #5: Operational Systems- Use of Technology</p> <ul style="list-style-type: none"> • SchoolTool Student Management System • Frontline Evaluation and Professional Development System Schoology Learning Management System • iReady for Universal Benchmarking K-12 and Progress Monitoring • Safe Schools • Achieve 3000 • Schoology • Amplify Science Benchmarking • ParentSquare, StudentSquare, Family ID <p>Provision #1: Mentoring Program</p> <ul style="list-style-type: none"> • District Mentoring Program <p>Provision #2: School Violence Prevention and Intervention</p> <ul style="list-style-type: none"> • Safety Plan and Emergency Responses • MTSS (Multi-Tiered Systems and Supports) • PBIS (Positive Behavior Intervention Services) • Mental Health First Aid • Trauma Informed Schools • TCIS (Therapeutic Crisis Interventions and Supports) • Mindfulness in Schools • Safe Schools • Second Step • Restorative Practices <p>Provision #3: English Language Learners</p> <ul style="list-style-type: none"> • Required ELL Training • Computer Software
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Action Plans

Goal 1: Leadership Team Awareness

Objective: To increase awareness, knowledge, and skills related to leadership/instructional practices and operational systems			
Activities and Strategies: Leadership Team Meetings, Regional Professional Development Offerings, National Professional Development Offerings, Professional Readings, District Provided Professional Development, Professional Development provided by the Waterloo Teacher Resource Center			
Inputs	Timeline	Responsibility	Evidence (Achievements)
Utilize characteristics of PLC and RTI to learn about Personalized Learning and instructional technology (articles, discussion, videos, visits, Early Release Fridays, etc.)	2022-2023	Leadership Team- administrators, K-12 Leadership Team Members	
Office 365 <ul style="list-style-type: none"> - PD sessions to learn how to use with staff - Face to face PD in 365 - Q & A sessions in 365 - Classroom support in real time. 	2022-2023	Technology Staff, Leadership Team-administrators	
APPR <ul style="list-style-type: none"> - Observation Inter-Rater Reliability 	2022-2023	Technology Staff, Leadership Team-administrators	
SchoolTool Student Management System <ul style="list-style-type: none"> - Administrative Functions - New employee training. - Support for interim and marking period intervals 	2022-2023	Technology Staff, Leadership Team-administrators, District Data Coordinator	

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<p>English Language Learners and Students with Disabilities</p> <ul style="list-style-type: none"> - Consistent PD/Compliance - CR154 - Family Involvement of ELL Families - Translation Services utilizing technology 	<p>2022-2023</p>	<p>Director of Pupil and Personnel Services, Assistant Superintendent for Curriculum and Instruction, WFL BOCES, and Leadership Team-administrators</p>	
<p>Mental Health Support</p> <ul style="list-style-type: none"> - Implementation of TCIS Training - DASA training for all district stakeholders - Second Step Program -HealthSmart Implementation Grades 7-12 -Lethality Protocol -Teen Mental Health First Aid 	<p>2022-2023</p>	<p>Director of Pupil and Personnel Services, Assistant Superintendent for Curriculum and Instruction, WFL BOCES, and Leadership Team-administrators, Building Emotional Health Staff, K-12 Teachers</p>	
<p>Every Student Succeeds Act (ESSA)</p> <ul style="list-style-type: none"> - Chronic Absenteeism - Flexible Interventions - Social Emotional Learning - Culturally Inclusive Education 	<p>2022-2023</p>	<p>Director of Pupil and Personnel Services, Assistant Superintendent for Curriculum and Instruction, WFL BOCES, and Leadership Team-administrators</p>	
<p>Updated Safety Plan, Safety Plan Technology, and Revised Safety Plan Procedures</p> <ul style="list-style-type: none"> - CBW Mobile - Lockdown Computer Program -SAFE SCHOOLS - BIT Teams and District and Building Level 	<p>2022-2023</p>	<p>Superintendent, District Safety Team, School Business Official, Leadership Team- administrators</p>	
<p>DASA</p> <ul style="list-style-type: none"> - Social Emotional Learning - Second Step 	<p>2022-2023</p>	<p>Superintendent, Director of Pupil and Personnel Services, Leadership Team-administrators, Building</p>	

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- Health Smarts - Mindfulness in Education		DACS, K-12 Teachers	
MTSS/PBIS/RTI - Trauma Informed Instruction - Data Days - Flexible Interventions - Academic and SEL Interventions - Chronic Absenteeism - Restorative Practices - Resiliency	2022-2023	Director of Pupil and Personnel Services, Assistant Superintendent for Curriculum and Instruction, WFL BOCES, Leadership Team-administrators, and K-12 Teachers	
Data-Driven Dialogue and Instruction - Benchmarking - Interim Assessments - Progress Monitoring - Leverage Leadership	2022-2023	Superintendent, Assistant Superintendent for Curriculum and Instruction, Director of Pupil and Personnel Services, Leadership Team-administrators, K-12 Teachers	
Professional Learning Communities - Learning Tree Solutions - RTI	2022-2023	Superintendent, Assistant Superintendent for Curriculum and Instruction, WFL BOCES, and Leadership Team-administrators, K-12 Leadership Team	

Goal 2: Curriculum and Programming

Objective: To increase awareness, knowledge, and skills related to new and revised curriculum/instructional practices			
Activities and Strategies: Sharing of completed work through Grade Level and Department Meetings, Districtwide Chair meetings, Faculty Meetings, and Leadership Team Meetings, Summer Curriculum Writing			
Inputs	Timeline	Responsibility	Evidence (Achievement)
Social Studies Inquiry Based Model/Curriculum - Implementation of 6-12 Inquiry	2022-2023	Assistant Superintendent for Curriculum and Instruction, Principals, WFL BOCES	

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<p>Model based on the Social Studies Frameworks</p> <ul style="list-style-type: none"> - Grades 6-12 Social Studies Curriculum Map Writing/Revisions taking place the first two weeks in July. - K-5 SS Frameworks 		<p>Instructional Support through Cinda Lisanto, Social Studies Chair, Social Studies Teachers</p>	
<p>Science Phenomenon Based Inquiry Model for Grades K-8</p> <ul style="list-style-type: none"> - Amplify Science - Using Digital Resources - Online Digital Benchmarking 	2022-2023	<p>Assistant Superintendent for Curriculum and Instruction, Administrators, Teachers in the affected Departments, Building Administrators</p>	
<p>Write and Revise ELA/Math/Science/Health/PE/Art/Music/Social Studies units, modules, and daily instruction to incorporate rigorous learning standards</p> <p>ELA Primary Source K-8 Selection Committee</p> <p>PD Tied to chosen resources</p>	2022-2023	<p>Assistant Superintendent for Curriculum and Instruction, Administrators, Teachers in the affected Departments, Building Administrators</p>	
<p>Integration of Instructional Technology</p> <ul style="list-style-type: none"> - Implementing Technology into Core Subject areas to create cohesion and develop skills for College and Career Readiness 	2022-2023	<p>Instructional Technology Integrator, Assistant Superintendent for Curriculum and Instruction, Grade Level and Department Chairs, Teachers</p>	
<p>Development of a Cohesive Guided Reading Program for Grades K-6</p> <ul style="list-style-type: none"> - Support Personalized Learning - Next Steps in Guided Reading - Footprints Literacy for Grades K-6 	2022-2023	<p>Assistant Superintendent for Curriculum and Instruction, Grade Level Chairs for K-6, Teachers, Reading Department Chair, Building Level Teacher Leadership for Guided Reading</p>	

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<p>Revision of Interim Assessments for ELA and Math</p> <ul style="list-style-type: none"> - Common Assessments - PLC work around data-driven instruction - Consistent Pacing Guide to drive implementation of interim assessments 	2022-2023	<p>Assistant Superintendent for Curriculum and Instruction, Administrators, Teachers in the affected Departments, Building Administrators</p>	
<p>JumpStart Kindergarten</p> <ul style="list-style-type: none"> - Data-driven instruction - Create Math/ELA standardized curriculum with priority standards - PLC work with moving at-risk students to on-grade level 	2022-2023	<p>Assistant Superintendent for Curriculum and Instruction, Administrators, Teachers in the affected Departments, Building Administrators</p>	
<p>MTSS/PBIS/RTI</p> <ul style="list-style-type: none"> - Trauma Informed Instruction - Data Days - Flexible Interventions - Academic and SEL Interventions - Chronic Absenteeism 	2022-2023	<p>Director of Pupil and Personnel Services, Assistant Superintendent for Curriculum and Instruction, WFL BOCES, Leadership Team-administrators, and K-12 Teachers</p>	
<p>District Wellness</p> <ul style="list-style-type: none"> - Healthy Schools and Communities - WSCC Model - School Health and Safety - Health and PE - Nutrition 	2022-2023	<p>Director of PE, Health and Athletics, Building Administrators, Director of Food Service, Teachers in affected Departments</p>	

Goal 3: Data and Assessment

Objective: To review, analyze, and make data-driven decisions to inform instruction/programming and to revise local assessments

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Activities and Strategies: Summer Curriculum Writing, Release Time, and Department/Team/Grade Level Meetings			
Inputs	Timeline	Responsibility	Evidence (Achievement)
Gap to region analysis of NYS Assessments/Regents Exams to identify strong and weak performance indicators as well as gaps in the standards	2022-2023	Assistant Superintendent for Curriculum and Instruction, Administrators, Department and Grade Level Chairs, and Teachers	
Interim and Formative Standards-Based Math/ELA Assessment Development using student data on the 2018-2019 assessments for iReady, Achieve 3000, State Exams, and Regents Exams	2022-2023	Assistant Superintendent for Curriculum and Instruction, Administrators, Department and Grade Level Chairs, and Teachers	
Map Common Interim and Summative Assessments of Units/Modules to State Learning Standards	2022-2023	Assistant Superintendent for Curriculum and Instruction, Administrators, Department and Grade Level Chairs, and Teachers	

Goal 4: Personalized Learning and Engagement

Objective: To develop foundational awareness of Personalized Learning and engagement (to determine future course of action)			
Activities and Strategies: Faculty Meetings, Forerunner and Champion Building Level Meetings, Administrator and Teacher Trainings (Education Elements)			
Inputs	Timeline	Responsibility	Evidence (Achievement)
Instructional Technology - Office 365 - Schoology - SchoolTool Student	2022-2023	Assistant Superintendent for Curriculum and Instruction, Technology Staff, Instructional Technology Integrator, Principals,	

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<p>Management System</p> <ul style="list-style-type: none"> - Increase Technology Based electives - Other software (Achieve 3000, etc.) - RTI 		Department and Grade Level Chairs, K-12 Teachers	
<p>Instructional Technology</p> <p>Personalized Learning- Embedded technology into instruction-tracking and sharing progress from districts involved with regional personalized initiatives.</p> <p>Global PD through Solution Tree for staff</p>	2022-2023	Assistant Superintendent for Curriculum and Instruction, Instructional Technology Integrator, Administrators, Department and Grade Level Chairs, K-12 Teachers, and WFL BOCES	
<p>ELA Media Literacy- Awareness of district resources and other digital content</p>	2022-2023	Instructional Technology Integrator, Library Media Specialists	
<p>Personalized Learning/Engagement through software applications (iReady, RTI, RAZ Kids, Reading A-Z, NEWSELA, Achieve 3000, Amplify Science, etc.)</p>	2022-2023	Instructional Technology Integrator, Technology Staff, Principals, Teachers	
<p>Revisiting introduction of Office 365 classroom use to faculty and students</p>	2022-2023	Instructional Technology Integrator, Technology Staff, Principals, Teachers	

Goal 5: Operational Systems

Objective: To provide training for new management software
Activities and Strategies: Trainings

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Inputs	Timeline	Responsibility	Evidence (Achievement)
Overview and revisit SchoolTool to faculty and staff (K-12)	2022-2023	Instructional Technology Integrator, Technology Staff, Principals, Teachers, WFL BOCES, District Data Coordinator	
Use of management system to collect, analyze, and use meaningful data	2022-2023	Instructional Technology Integrator, Technology Staff, Principals, Teachers, WFL BOCES, District Data Coordinator	
Frontline Evaluation System	2022-2023	Administrators	
IReady, Achieve 3000, and Amplify Science CBT, for Universal Benchmarking 3X per year	2022-2023	Assistant Superintendent for Curriculum and Instruction, Instructional Technology Integrator, Technology Staff, Principals, Teachers, District Data Coordinator	
Safe Schools for Mandated Training	2022-2023	School Business Official, Technology Staff, Principals, Principals, all Directors, Instructional and Non-Instructional Staff	
District Database knowledge and understanding of their purpose to effectively enable student use in their classrooms. <ul style="list-style-type: none"> • Schoology • LanSchool • SchoolTool • RTI 	2022-2023	Assistant Superintendent for Curriculum and Instruction, Instructional Technology Integrator, Technology Staff, Principals, Teachers, District Data Coordinator	

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Provision #1: Mentoring Program

The Waterloo Central School District’s Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Waterloo Central School District holding an initial certificate and/ or any staff that did not receive a certificate of mentorship in another district will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	<p>Mentor applications will be available annually at the beginning of May. Mentor applications are filed annually. Required criteria to be a mentor is outlined below:</p> <ul style="list-style-type: none"> - Demonstrate mastery of pedagogical skills - Demonstrate mastery of content - Demonstrate superior teaching ability - Outstanding interpersonal skills - Positively supports district initiatives - Willing to enhance the quality of the mentoring program - Approval of the building principal
Role of the Mentors	<ul style="list-style-type: none"> - Assimilating new teachers to the culture of the school, district, and community - Enhancing the knowledge, skills, attitude, and values that are vital to success throughout a teacher’s career - Providing instructional and interpersonal support that will further the professional development of newly hired teachers - Increasing collegiality among new teachers and experienced colleagues - Promoting the professional and personal well-being of new teachers
Preparation of Mentors	<ul style="list-style-type: none"> - Mentor Program responsibilities

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	<ul style="list-style-type: none"> - Workshops on adult learning and teacher development - Developing interpersonal relationships - Coaching techniques - Time management/organizational strategies
Types of Mentoring Activities	<ul style="list-style-type: none"> - Discussion on focus questions tied to district initiatives - Mentor/mentee observation and review process - Review of lesson plans- instruction and assessments - Peer observations - Attendance at professional development workshops - Informal meetings
Time Allotted for Mentoring	<ul style="list-style-type: none"> - 20 Documented Hours <ul style="list-style-type: none"> o Monthly log of topics discussed, activities participated in and time allotments o Observation forms o Evaluation form - Release time from instructional duties - Superintendent Conference Days - Before or after school hours - Summer training - New Teacher Orientation - Mentor/mentee discussion groups

Provision #2: School Violence Prevention and Intervention Training

Waterloo Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students

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within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Waterloo Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Waterloo Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Objective: To provide awareness, knowledge, and skills related to school violence prevention and intervention			
Activities and Strategies: 1. A district-wide safety team representing all stakeholders meets quarterly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plans. 2. At least annually the School District Resource Officer meets with each school’s Building Emergency Response Team to review a menu of crisis situations, drill each scenario, and update and revise the Emergency Plans as needed. The school’s team and administration will train the school’s staff on each of the various situations and scenarios. 3. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.			
Inputs	Timeline	Responsibility	Evidence (Achievement)
Safety Plan Revision and Procedures	2022-2023	Superintendent, Safety Officer, Leadership Team, District School Resource Officer, WCSD Safety Committee	
Required Safety Plan Responses	2022-2023	Superintendent, Safety Officer, Leadership Team, District School Resource Officer, WCSD Safety Committee	
Frontline Evaluation System	2022-2023	Administrators	

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<p>Awareness and Training in School Violence Prevention</p> <ul style="list-style-type: none"> - MTSS (Multi-Tiered Systems and Supports) - PBIS (Positive Behavior Intervention Services) - Mental Health First Aid - Trauma Informed Schools - TCIS (Therapeutic Crisis Interventions and Supports) - Mindfulness in Schools - Safe Schools - Restorative Practices - Second Step 	<p>2022-2023</p>	<p>Superintendent, Assistant Superintendent for Curriculum and Instruction, Administration, Safety Officer, District School Resource Officer, WCSD Safety Committee, District's Mental Health Staff, Building Level PBIS/MTSS committees, Teachers K-12, Scheduling Committees</p>	
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Provision #3: Teachers Certified in Bilingual and English Language Learner (ELL) Education (*and ELL PD Requirements for other certificate holders*)

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Districts will also provide other CTLE certificate holders, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition unless the District meets exemption.

Waterloo Central School District teachers may utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network or other approved sponsors to fulfill these requirements.

Waterloo Central School meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs.

Waterloo Central School District Organizational Professional Development Plan 2022-2023

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Waterloo Central School total student population as of such date as established by the commissioner.*

Provision 3: Teachers Certified in Bilingual and English Language Learner (ELL) Education (and ELL PD Requirements for other certificate holders)

Objective: To provide the required staff development related to CR-154			
Activities and Strategies: Faculty Meetings			
Inputs	Timeline	Responsibility	Evidence (Achievement)
CR-154 Regulation Awareness and Implementation	2022-2023	Assistant Superintendent for Curriculum and Instruction, WFL BOCES, ENL Teachers	
ELL Instructional Practices	2022-2023	Assistant Superintendent for Curriculum and Instruction, WFL BOCES, ENL Teachers	
Technology hardware and software support: Google Translate, iReady, Materials printed in alternate languages, Penpal provided by NYSED, etc.	2022-2023	Instructional Technology Integrator, Technology Staff, Assistant Superintendent for Curriculum and Instruction	

Recommended PD Provider:

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