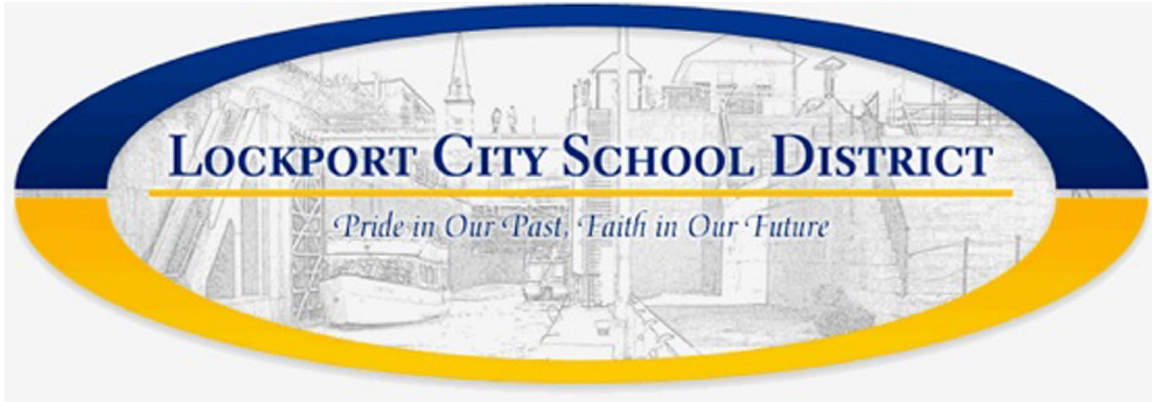


LOCKPORT CITY SCHOOL DISTRICT
"Pride in Our Past; Faith in Our Future"

Our mission is to assure comprehensive learning for all so that each person will be a lifelong learner.



PROFESSIONAL DEVELOPMENT PLAN

2022-2023

"Pride in Our Past; Faith in Our Future"

We believe: All people can learn. Schools create conditions for success: academically, socially, emotionally, physically and aesthetically. Teaching and learning is the shared responsibility of home, school and community. Our mission is to assure comprehensive learning for all so that each person will be a lifelong learner.

Approved: 6/8/22

LOCKPORT CITY SCHOOL DISTRICT

Professional Development Plan

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DISTRICT INFORMATION

District Name: Lockport City School District
BEDS Code: 40-04-00-01-0000
Superintendent: Michelle T. Bradley
Address: 130 Beattie Avenue
Lockport, NY 14094
Phone: 716-478-4838 Fax: 716-478-4863
Year(s) plan is effective: September 2022 – June 2023
Number of school buildings in district: 7
Number of school-based professional development teams: 0

Professional Development Team Members 2022-2023

Marianne Currie-Hall
Executive Director of Educational Services

Stacey Aliasso	Director of Special Education
Heather Bitka	Technology Integrator TOSA/Mentor Liaison
Michelle Burtis	Mathematics TOSA/Mentor Liaison
Holly Dickinson	Director of Grants & District/Community Programs
Shawn Haley	LEA Ex. Vice President/K-4 Teacher
Heather Hall	K-4 Teacher
Martha Kershaw	Higher Education/Board of Education
Stephen Kojza	Special Areas K-12
Danielle Kruse	ELA TOSA
Cheryl Larkin	LEA/Speech Pathologist EB 5-6
Patricia McMahon	Elementary Principal
Camille Pontrello	Emmet Belknap Principal
Ashley Preisch	Parent
Scott Reddinger	LEA President/LHS Teacher
Lisa Schrader	Assistant Superintendent for Personnel
Lindsay Siejak	LHS Teacher
Bernadette Smith	Aaron Mossell Junior High School Principal
Tracy Tubinis	AMJHS 7-8 Teacher
Tracy Williams	Teaching Assistant
Dawn Wylke	Lockport High School Principal

Required Information as Requested by New York State Education Department

PROFESSIONAL DEVELOPMENT TEAM

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

Although not every school team in the district is represented on this Professional Development Team, this plan focuses on equitable access to Professional Development to meet individual staff needs, Professional Development goals, strategies, and activities for all professional staff, pre-kindergarten - adult, within the Lockport City School District will be provided. Professional development recommendations will be provided by the District's Professional Development Team, District School Improvement Team (DSI), the Literacy and Mathematics Leadership Teams, Administrative Leadership Council, school/site based school improvement teams, and department teams. All of these teams have the responsibility of focusing on student achievement through program improvement and curriculum alignment, ensuring accountability through clear communication and dissemination of information while promoting professional growth and development.

In addition to the Professional Development Team designing the plan, the DCIP team, Administrative Leadership Council and Executive Board of the Lockport Education Association were provided an opportunity to review a draft of the original Professional Development Plan.

The Professional Development Team will continue to play an active role in the designing of professional development opportunities by assessing needs from sources such as teacher surveys and professional development feedback forms.

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

In 2015-16, New York State added a new provision to the Education Law which requires that, beginning in school year 2016-17, all holders of teaching certificates, teaching assistant certificates, and educational leadership certificates which are valid for life (Permanent, Professional, and Teaching Assistant Level III) register with the Department every five years and that the holders of the Professional and Teaching Assistant Level III certificates complete one hundred (100) hours of continuing teacher and leader education (CTLE) during the five-year registration period. These opportunities currently exist for all teachers choosing to participate. All professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English Language Learners.

Teachers hired after September 1, 2006 will participate in New Teacher Orientation and the New Teacher Mentor Plan.

All staff will participate in mandatory training sessions annually.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

Describe how the professional development plan is aligned with New York Learning Standards and Assessments, student needs and is articulated within and across grade levels.

The New York State Next Generation Learning Standards and Assessments system and Every Student Succeeds Act Accountability Measures are used as the foundation of the Lockport City School District's Professional Development Plan. The Professional Development Plan will address building and district goals outlined in the building School Comprehensive Education Plan and the District's Comprehensive Improvement Education Plan as well as district initiatives.

Data analysis was used to identify, assess, and prioritize the district's teaching and learning needs with the primary focus on improved academic achievement by all students. Some of the sources used include:

- ESSA Accountability Status Identification Data
- New York State Next Generation Learning Standards
- Graduation Requirements
- NYS School and District Report Cards
- Student performance results on assessments
- Teacher Surveys/Questionnaires (formal/informal)

Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

A targeted outline of professional development will be provided annually. For the 2022-23 school year, the focus will be placed on student engagement, student performance deficits, district software usage, diversity, equity, and inclusivity, and other staff needs. A tiered, multi-year approach for non-tenured staff is outlined in the Professional Development Plan.

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?

Fiscal Resources

The Lockport City School District utilizes a variety of funding streams and resources to provide a comprehensive staff/professional development program to the instructional staff. Funding sources include general fund budget, Title IIA, Title IVA, STOP School Violence Grant, School Improvement Grant: Basic and Enhanced, My Brother's Keeper Family and Community Engagement Grant, and American Rescue Plan (ARP).

Funds are reviewed and program initiatives are identified. This ensures resources are used in a cost-effective manner without supplanting while at the same time meeting the staff/professional development needs.

Topics included in the staff/professional development program cover a variety of subjects at all grade levels. Title IIA provides funds for professional development in math/science/technology. Funds, in part, are used for trainings in technology integration, digital leadership, effective teaching practices, and teaching and learning processes. Title IVA provides professional development for staff to personalize learning and improve academic achievement.

Other Resources

Staff resources consist of curriculum developers, content specialists, literacy coaches and exemplary teachers (mathematics Academic Intervention Support (AIS) teachers, technology integration specialists, and department chair people). Other providers may include instructors of higher education, Orleans-Niagara Teacher Center, and O/N and Erie I BOCES. Community based organizations also contribute to the development of our teaching staff.

Section I

Professional Development Plan (PDP)

Professional Development Plan

Objective: To improve instructional delivery, student engagement, and student performance.

The Lockport City School District provides Professional Development through a variety of ways, including but not limited to in house, off site, and virtual training. The most successful professional learning opportunities are meaningful, can be implemented and sustained, and lead to enhanced student learning.

The most common form of professional development in Lockport schools are in-person and oftentimes right in the learning environments. The Lockport City School District is fortunate to have Teachers on Special Assignment (TOSA) for the purpose of supporting teachers' professional learning and growth in the areas of English Language Arts, Mathematics, and Technology integration.

A district plan to ensure non-tenured teachers receive training in student engagement, the LCSD curriculum and software, Diversity, Equity, and Inclusivity, along with other district and building initiatives are outlined as follows. TOSA's will help to ensure new staff understand district wide expectations for curriculum and instruction and how to access what they need to provide quality instruction with district aligned curriculum and resources. Year one teachers will receive as much support as they need to understand said initiatives. TOSA's will continue to support non-tenured staff with a gradual release of support in years two through four. As well as provide training and support to all staff as offered and/or requested by individuals or groups.

Non-tenured K-12 teaching staff will receive training in the areas outlined as well as training in areas of personal interest or need. TOSA's will be available to YEAR 1 teachers at least one time per month or as needed at a time agreed upon. Each year thereafter, all non-tenured staff will receive training in a gradual release coaching model.

Topic	Audience	Trainer(s)
Student Engagement Strategies	K-12	Lauren Gundrum, Woz Ed
Curriculum Mathematics English Language Arts Science	K-12 Teachers K-12 Special Education specially designed instruction K-8 Units of Study Reading and Writing and Running Records K-12 K-5 WozEd and Mystery Science 6-8 Amplify 9-12 Curriculum mapping	Mathematics TOSA's Maria LaRotonda, Erie 1 Math Specialist Jeanne Tribuzzi, Consultant ELA TOSA's Woz Ed trainer Renee Sossong-Brady, Erie 1 trainer K-4 Tech integration TOSA Deana Welch, Erie 1 trainer Deana Welch, Erie 1 trainer
LCSD Curriculum Drive access and overview	K-12	ELA, Math, and Technology Integration TOSA's
District adopted Programs/Software overview and training in use Renaissance STAR	K-12 K-8	ELA, Math, and Technology Integration TOSA's Technology Department staff Renaissance Trainer
District Initiatives Diversity Equity and Inclusivity Restorative Practices Trauma Informed Care Behavioral Threat Assessment/Crisis Response	K-12	FORWARD Behavior Health Coordinators MBK/DEI Consultants Mental Health Coordinator

All employees are required to participate in **Mandatory Training** videos to include areas such as, child abuse, sexual harrassment, violence, student mental health, work place safety, and ED Law 2D requirements, to name a few. Topics are subject to change. For staff required to complete Floating Staff Development hours, whatever the total amount of time spent on completing the videos will be applied to completion of those hours.

Lockport City School district staff, ten and/or twelve month employees, may seek out or be asked to participate in other forms of Professional Development.

Lockport City School District Professional Development Evaluation Form

Workshop Title: _____

Date of Workshop: _____

Overall:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Excellent workshop quality				
Excellent workshop content				
Relevant to my discipline/content area				
Usefulness to my professional development needs				
Pace kept me interested but not moving too fast				

Workshop Outcomes:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I gained new information about the topic.				
I learned useful strategies.				
I plan to implement the information I learned tomorrow.				
I plan to implement the information I learned in the future.				
The content aligned with what I expected to learn.				

Workshop Presenters:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Presenter aligned the objectives with my needs.				
Presenter prepared me to implement new ideas.				
Materials were pertinent and useful.				
A balance between presentation & interaction formats were used.				
Presenter clearly articulated objectives & goals.				

Professional Development Practices:

	Strongly Agree	Agree	Disagree	Strongly Disagree
A climate of professional community was created.				
Opportunities to learn from colleagues were supported.				
Content was relevant to district improvement goals.				
Time was sufficient for new learning and practice.				
What I learned will improve student's achievement.				
Equity and inclusivity practices were explored.				

What was the major idea or concept you learned and how do you plan to apply it?

What support (human or material) do you need to implement what you learned?

How can we build upon this session for follow-up learning?

If you weren't completely satisfied with today's workshop, explain why?

What other types of professional development would you like to see offered?

Thank you!

Electronic version available and typically used.

Resources Used in Developing Professional Development Plan

Printed Materials

- National Staff Development Council Standards (1995)
- New York State Teacher Standards (1999)
- Sparks, Dennis and Richardson, Jean, NSDC. *What is Staff Development Anyway?*
- Sparks, Georgia Mohlman (November 1993), "*Synthesis of Research in Staff Development for Effective Teaching*", Educational Leadership
- Ellis, Arthur K. and Fonts, Jeffrey T., (1997), *Research on Educational Innovations*, Eye on Education
- Schmidt, William, Houang, Richard T. and Wolfe, Richard G., (July 1999), "*Apples to Apples*", The American School Board Journal, pp 29-33
- Cawelti, Gordon, (July 1999), "*Improving Achievement*", The American School Board Journal, pp 34-37
- Norman, Michelle, (July 1999), "*Beyond Hardware...*", The American School Board Journal
- Journal of Staff Development, (fall 1999), Vol. 20, #4
- Journal of Staff Development, (summer 1999), Vol. 20, #3
- Collins, David, *Achieving Your Vision of Professional Development*, South Eastern Regional Vision for Education (1997)
- *Staff Development: A Handbook of Effective Practices* edited by Sara DeJarnette Caldwell, NSDC (1989)
- Next Generation Learning Standards Implementation Timeline
- Continuing Teacher and Leader Education (CTLE) requirements (8/2018)

Section II

Professional Development Materials

(Continuing Teacher and Leader Education (CTLE) Requirements)

Graduate Courses for Salary Advancement
In-Service Credit Verification/Approval

Lockport City School District

Continuing Teacher and Leader Education (CTLE) Requirements

Submission of Materials

100 Hours

Introduction

In 2015-16, New York State added a new provision to the Education Law which requires that, beginning in school year 2016-17, all holders of teaching certificates, teaching assistant certificates, and educational leadership certificates which are valid for life (Permanent, Professional, and Teaching Assistant Level III) register with the Department every five years and that the holders of the Professional and Teaching Assistant Level III certificates complete one hundred (100) hours of continuing teacher and leader education (CTLE), 15 hours of which must be in language acquisition addressing the needs of English Language Learners (CR-154), during the five-year registration period. The Lockport City School District provides opportunities to help administrators, teachers, and teaching assistants maintain such certificates.

Process

Please find below the process regarding the requirements for submission of materials.

Form A: Prior Approval/Non-Prior Approval

Form B: Prior Approval Form

- Please complete this Prior Approval Form and submit to Educational Services
- After approval, a copy will be returned to you.

Form C: Completion of Professional Development

- After participating in professional development, enter information into “**LCSD Professional Development Tracking Log**”
- Building principals must sign the log for items in Areas #1 and #2.
- Attach copies of signed **Prior Approval Form** when necessary

NOTE: Floating Staff Development will be recorded per Lockport Education Association (LEA) collective bargaining agreement language.

If a staff member would like the log and supplemental materials placed in their personnel file, submit the log with all necessary signatures with all supporting documents to the Personnel Office by the final day of the school year.

At the current time employees will be responsible for asserting completion of the CTLE requirement at the conclusion of the five year registration period. CTLE is no longer recorded in the TEACH System.

Form A

Lockport City School District
Activities Approved by LCSD to Fulfill New York State Education Department's
Continuing Teacher and Leader Education (CTLE) Requirement
August 2018

The following activities may be used in satisfaction of the Continuing Teacher and Leader Education requirements applicable to teachers and teaching assistants who have attained Professional (teacher or administrator) or Level III (teaching assistant) certification.

Area #1: In-District Activities:
No Prior Approval Needed

- A. Superintendent's Conference Days (**PD time scheduled only**)
- B. Building/District designed in-service work with district-hire consultants, principals, BOCES staff, etc. (**actual hours spent**)
- C. Building DDI/District School Improvement Team member (building level or district level) (**actual hours spent**)
- D. Erie 1 BOCES Common Set of Learning Objectives participation (**actual hours spent**)
- E. Faculty/Department/Grade Level meetings (building or district wide) (**actual hours spent in new learning**)
- F. Building or district-designed committees (**actual hours spent**)
- G. Classroom visitation with principals/district approval (**5 hours per year**)
- H. Attend district sponsored event that includes parent or family participation (Ex: PTA meeting, Literacy Night, College Night, (**actual hours spent**))

Area #2: Floating Staff Development:

- A. Seven hours per year

Area #3: District-wide Activities:
Prior Approval Needed: Executive Director of Educational Services

- A. Workshop/Conferences (during the school day after-school and/or on weekends.) (**actual hours**) - **limit 2 per academic year**
- B. Classes conducted in a BOCES Teacher Center (**actual hours**) – **including BOCES online courses - limit 2 per academic year**
- C. Online, video, graduate, or **NYSUT (online or in person)** classes that are accepted by NYSED in fulfillment of teacher certification requirements and/or are sponsored by an accredited college or university and related to a teacher's major teaching assignment. (**maximum of 45 seat hours per course**) **limit 1 per academic year**
 - For college classes only:
 - Each semester hour will equal 15 clock hours of CTLE credit.
 - Each quarter-hour will equal 10 clock hours of CTLE credit.
 - For all other courses:
 - One CTLE credit hour shall constitute a minimum of 60 minutes of instruction.

**All CTLE activities must be delivered by a NYSED-approved sponsor. These approved sponsors are listed on the Office of Teaching website.

**For all CTLE courses EXCEPT credit-bearing university or college courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction.

Form B
LOCKPORT CITY SCHOOL DISTRICT
Prior Approval Form for Continuing Teacher and Leader Education (CTLE) Requirements
August 2018

The activities listed below need prior approval from the Principal and Executive Director of Educational Services before they are credited toward the Continuing Teacher and Leader Education Requirements.

- A. Workshop/Conferences (during the school day after-school and/or on weekends) **(actual hours) - limit of 2 per academic year**
- B. Classes conducted in a BOCES Teacher Center **(actual hours) including BOCES online courses - limit of 2 per academic year**
- C. Online, video, graduate, or NYSUT (online or in person) classes that are accepted by NYSED in fulfillment of teacher certification requirements and/or are sponsored by an accredited college or university and related to a teacher's major teaching assignment **(maximum of 45 seat hours per course) - limit of 1 per academic year**
 - For college classes only:
Each semester hour will equal 15 clock hours of CTLE credit.
Each quarter-hour will equal 10 clock hours of CTLE credit.
 - For all other courses:
One CTLE credit hour shall constitute a minimum of 60 minutes of instruction.

**All CTLE activities must be delivered by a NYSED-approved sponsor. These approved sponsors are listed on the Office of Teaching website.

**For all CTLE courses EXCEPT credit-bearing university or college courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction.

After this form has been signed by the principal, it should be submitted to the Executive Director of Educational Services for pre-approval and will be sent back to the staff member. Approved and completed hours should be recorded on the Tracking Log for Documentation of Approved Continuing Teacher and Leader Education Requirement. This form must be attached to the Tracking Log when it is submitted to Personnel at the end of the school year.

Name: _____ School: _____
Date: _____

- For which activity listed above are you seeking pre-approval _____
(letter from above)
- **NUMBER OF HOURS** _____
- Either attach a description of the activity or describe the activity in the space below, **including length of time of the activity** _____

- In what way does your participation in this activity connect with your current assignment? _____

Principal's authorization _____ Date _____

For Educational Services Only Approval Date _____ Total Hours Approved _____ Denial Date _____ Executive Director of Educational Services Signature: _____	
---	--

**Form C
LOCKPORT CITY SCHOOL DISTRICT**

Tracking Log for Documentation of Approved Continuing Teacher and Leader Education (CTLE) Requirements

Name (print): _____

CTLE Timeline Begins: _____ Requirements Must Be Completed by: _____
(date) (date)

This form should be completed annually and forwarded to the Personnel Office by the last day in the academic school year (if the staff member wants the log and supplemental materials reviewed by Personnel Office and filed in their personnel file). Staff should keep a copy for their records. List both automatically approved activities and activities requiring pre-approval.

Date of Activity	Area Number + Letter from Form A	Title of Program	Sponsor's Name	Sponsor's Identifying Information	Number of Hours That Fulfill Language Acquisition Requirement	Total Hours Completed	Verification** (Principal or Director's signature or signature of workshop/class provider)

*Only full or half hours will be credited

**Hours which have not been pre-approved by the Executive Director of Educational Services must be signed off by the building Principal. A copy of the pre-approval forms must be submitted with this document.

***For online, video, graduate, workshops, or conferences you must submit proof of attendance.

I hereby affirm that the above information is true and complete:

Staff Signature

Date

Revised 2018

Consultant/Providers of CTLE on Behalf of the School District

YWCA of Niagara

Orleans-Niagara BOCES

Jeanne Tribuzzi
Educational Consultant, ON BOCES

Erie 1 BOCES

eDoctrina Corporation
Buffalo, NY

Tim Hodkinson
McGraw-Hill Education
Buffalo, NY

Buffalo Hearing and Speech
Buffalo, NY

Lexia Learning
A Rosetta Stone Company
Concord, Massachusetts

Renaissance Learning
Wisconsin Rapids, WI

Western Regional Partnership Center (R-BERN)
located at Erie 1 BOCES

Wilson Language Training
Oxford, MA

Vectorsolutions.com
(Safe Schools Online Training)

WHYTRY, LLC.

Woz Education
Scottsdale, AZ

Yoga4 Classrooms

International Institute for Restorative Practices (IIRP)

Institute for Trauma and Trauma-informed Care
University at Buffalo

Growing Rewarding Outcomes in the Workplace (GROW)

Via Evaluation Inc.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
 Office of Teaching Initiatives
 89 Washington Avenue
 Albany, New York 12234
www.highered.nysed.gov/tcert

**Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s)
 Certificate**

All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I:			
First Name:	Last Name:	Middle Initial:	
Date of Birth:	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title (Indicate title/subject/grade level, etc.):			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: ____/____/____ to ____/____/____ (mm) (dd) (yyyy) (mm) (dd) (yyyy)		Number of hours awarded _____	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name:			
Print Name of Authorized Certifying Officer :			
Signature of Authorized Certifying Officer:			
Approved Provider Identification Number:		Date:	
Email:		Phone #:	

Request for Prior Approval for Graduate Course

(Pertaining To Salary
Advancement)

Introduction

- Current LEA contract language allows for staff members to be advanced on the salary schedule upon completion of identified numbers of graduate credit hours.
- For those staff members who are required to complete the 100 hour professional development mandate as outlined in education law, any approved graduate credit hours submitted for salary advancement purposes can also be credited to the 100 hour professional development requirement.
- Traditionally, there is a 20-hour maximum credit limit for taking online, video, graduate, or NYSUT (online or in person) classes. Exceptions have been made during the COVID-19 pandemic to allow for additional on-line classes to be taken. These courses must be accepted by NYSED in fulfillment of teacher certification requirements and/or are sponsored by an accredited college or university and related to a teacher's major assignment.

**REQUEST FOR PRIOR APPROVAL FOR GRADUATE COURSES
PERTAINING TO SALARY ADVANCEMENT**

Graduate courses not directly related to a teacher's major teaching assignment and not leading toward a degree or toward a certification that are to be applicable for advancement on the salary schedule **MUST HAVE** prior approval before work is undertaken.

All hours directly related to a teacher's major teaching assignment or hours leading to a degree and/or certification in the general field of education **DO NOT NEED** prior approval.

Online courses will be approved only if sponsored by an accredited college or university. Form must be submitted to the Personnel Office at least 2 weeks prior to the scheduled course to be considered.

TO BE COMPLETED BY THE TEACHER AND SUBMITTED TO PERSONNEL OFFICE

Name: _____ Building: _____

College/University: _____

Course Number: _____ Course Title: _____

Dates/Times/Location of Classes: _____

No. of Units of Credit: _____

*** Course syllabus MUST BE attached to this form***

Signature of Teacher

Date

***If you are also seeking to use participation in this course to fulfill the 100 professional development hour credit, you must also complete form B.**

.....

TO BE COMPLETED BY THE SUPERINTENDENT OR DESIGNEE

_____ Approval granted to take the above named course for the purpose of advancement on the salary schedule

_____ Approval withheld to take the above named course for the purpose of advancement on the salary schedule

Signature of Superintendent or Designee

Date

Lockport City School District

130 Beattie Avenue, Lockport, New York 14094-5099
Lisa M. Schrader
Assistant Superintendent for Personnel

(716) 478-4826
Fax: (716) 478-4878
<http://www.lockportschools.net>

LOCKPORT CITY SCHOOL DISTRICT IN-SERVICE CREDIT VERIFICATION/APPROVAL FORM

“IN-SERVICE TRAINING—COURSE NOT CREDITABLE TOWARD A COLLEGE OR UNIVERSITY DEGREE FOR WHICH SALARY CREDIT MAY BE EARNED ARE THOSE SPONSORED AND/OR APPROVED BY THE LOCKPORT CITY SCHOOL DISTRICT. TEACHERS ATTENDING AND COMPLETING SUCH COURSES SHALL RECEIVE ONE (1) HOUR CREDIT FOR EVERY FIFTEEN (15) HOURS OF CLASS TIME. A MAXIMUM OF SIX (6) HOURS OF CREDIT MAY BE ACCUMULATED IN THIS MANNER FOR SALARY PURPOSES. ALL IN-SERVICE COURSES WILL BE VOLUNTARY AND SHALL NOT ENTAIL WORK BEYOND THE REGULAR CLASS TIME IN THE COURSE.” (From the Professional Negotiation Agreement between the LEA and the Superintendent of Schools of the City School District of Lockport)

One form is to be completed for each Fifteen (15) hours In-Service work to be credited as one (1) graduate hour for salary advancement purposes.

All hours that are directly related to a teacher’s major teaching assignment or hours leading to a degree and/or certification in the general field of education do not need prior approval.

Upon submission of this form **AND** proof of completion of fifteen (15) in-service hours (a certificate of completion and/or a letter of verification of completion) one (1) hour of in-service credit will be granted.

TO BE COMPLETED AND DOCUMENTED IN FULL BY THE TEACHER WHEN SUBMITTING FIFTEEN (15) HOURS OF IN-SERVICE WORK FOR ONE (1) GRADUATE HOUR CREDIT.

NAME _____ BUILDING _____ DATE _____

IN-SERVICE COURSE(S)/SEMINAR(S) TITLE(S) _____

DATE(S)/TIME(S)/LOCATION(S) _____

NUMBER OF HOURS _____

COURSE(S)/SEMINAR(S) DESCRIPTION(S) _____

The Lockport City School District (LCSD) does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of gender, race, color, religion or creed, age, national origin, marital status, disability or any other classification protected by law. LCSD is a drug-free workplace. This policy includes: access by students to educational and vocational programs, counseling services for students, course offerings, and student activities; as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or termination.

Section III

Lockport City School District Mentor Intern Program

(New Teacher Mentor Program
Details)

The Lockport City School District New Teacher Program was negotiated and developed through the collaboration of the Lockport Education Association and the District.

MENTOR PROGRAM

LOCKPORT CITY SCHOOL DISTRICT

Below is a brief overview of the Mentor Program of the Lockport City School District.

Vocabulary:

1. Mentee – new teacher that is mentored. The Mentee may also be a teacher that is changing tenure areas. The Mentee is the point person for the mentoring program. All information is shared through the Mentee.
2. Mentor – a veteran teacher with at least five years teaching experience. The Mentor must fill out an application and be an experienced teacher that maintains confidentiality during the mentoring process. The Mentor must be approved by the building principal and is approved by the Mentor Steering Committee.
3. Principal – The educational leader in the building that will counsel and advise the new teacher. The principal will observe and evaluate the new teacher. The building principal will share information with the Mentee.
4. Mentor Coordinator(s) – Directs and coordinates the program. The mentor coordinator will meet with Mentors, Mentees and building principals and maintain confidentiality among all the parties to the best of their ability. The mentor coordinator plans for professional development opportunities, collects and distributes necessary forms, and disseminates information. Mentor coordinator will observe both Mentors and Mentees in regular classroom situations.
5. Mentor Steering Committee – A group of school district employees, a majority being teachers, which also includes district administrative leaders and building principals, who develop policies and procedures as well as review and evaluate the Teacher-Mentor Program. The Mentor Steering Committee makes recommendations of Mentor-Mentee pairings.

Attributes of the teacher mentor model at LCSD:

1. Mentors are formally trained and provided a mentor manual.
2. Mentors receive a stipend.
3. Mentoring is non-evaluative.
4. Mentoring encourages self-reflection among both the Mentor and the Mentee.
5. The Mentor-Mentee relationship is confidential and collegial in nature.
6. The relation of administrators and the Mentor regarding the Mentee is a one-way street. The administrators may share, with the Mentor and the Mentee, their thoughts regarding the performance and progress of the Mentee. Administrators should not request Mentors to report on the progress and performance of a Mentee.
7. Mentors and Mentees may observe each other in their jobs, in classroom situations, parent meetings and other aspects of the job.
8. Mentors and Mentees meet both informally and formally throughout the year.
9. Mentors are required to keep and submit monthly logs via google forms.
10. Mentors and Mentees are expected to communicate at least weekly.

11. Mentors and Mentees are encouraged to visit other classrooms throughout the district or take part in additional professional development programs and opportunities.
12. Mentor checklists will be maintained throughout the year to ensure that each party is fulfilling their professional obligation to the mentoring process.
13. Mentors are to refer to items on district provided checklists. Items on the checklists will be covered at various levels, depending on the knowledge and skill level of the Mentee.
14. Mentors are highly encouraged to attend a pre-observation conference and/or the observation and/or the post-observation with the agreement of the Mentee.
15. Mentors and Mentees acknowledge the end of their contractual relationship by signing a Statement of Completion form. The Statement of Completion form will be maintained by the district and kept on file.

Mentor:

A permanently certified, tenured employee who remains in his/her regular assignment while providing support for a new employee.

A Mentor will:

- Encourage professional growth of their mentee through participation in the mentor program.
- Participate in the mentor teacher training offered by the district.
- Meet at least one hour per week with a mentee to provide help and support.
- Act as an advocate to encourage, counsel, and provide perspective when needed.
- Attend monthly meetings scheduled by the district administration.
- Complete Mentor-New Teacher Activity Log and submit to the Mentor Coordinator at the conclusion of the quarter.
- Participate in the evaluation of the program at the end of the year.

Mentee:

- Teachers in their first year with the Lockport City School District.
- Probationary Teacher – mentoring is required in the first year of teaching; mentoring for years two and three will be provided on an as needed basis.
- Day-to-day substitutes who are employed for at least forty (93) consecutive days in the same assignment.

The Mentee will:

- Attend New Teacher Orientation prior to the opening of school.
- Attend New Teacher/Mentor workshops for Floating Staff Development 7 hours throughout Year One.
- Engage in regular contacts with mentor-minimum one hour per week for the purpose of planning and goal setting, discussing topics listed in timeline, and journaling.
- Participate in classroom visitations on an as needed basis. New teachers are encouraged to observe sound classroom practices of their colleagues, with the principal's approval.
- Participate in the evaluation of the program at the end of the year.

Mentor Selection Process

1. A “Call for Mentors” (via electronic mail and the District’s website) is made on or about September 1st of each year.
2. Staff interested in participating as a mentor should submit a completed application to mentor coordinator(s) via google form.
3. Mentor coordinator(s) will share names of applicants with building principals for approval.
4. Mentor/Mentee pairings will be shared with Mentor Steering Committee for review and approval then forwarded to Assistant Superintendent for Personnel.
5. The Assistant Superintendent for Personnel will forward the recommendations to the Board of Education for approval.
6. Once the Board of Education has approved all Mentors, they will be notified by the Mentor Coordinator.
7. Mentors will attend a Mentor Meeting in the Spring/Fall of the year to review basic practices, routines, and forms to be used.
8. All Mentors must take the District approved Mentor Training Course annually.
9. Mentors that have mentored and/or or mentors that have received training through the district approved mentor training class may fill out the “short form” mentor application. The district-approved mentor training is valid for five years.
10. An updated list of mentors approved for filling out the “short form” will be provided to building principals, Executive Director of Educational Services, and the Mentor Steering Committee on an annual basis.
11. Throughout the year, each mentor will submit the required forms and attend the required meetings. Mentors will keep a record with their Mentor Check-Off form of all activities. Each Mentor must submit this form to the Mentor Coordinator prior to payment in June.

Section IV

Statement of Certification

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

School District: Lockport City School District

BEDS Code: 400400010000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 100 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html> .)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

<p><u>Michelle T. Bradley</u> Print Name of Superintendent of Schools</p> <hr/> <p>Original Signature of Superintendent of Schools</p> <hr/> <p>Date</p>
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<p>Adopted by the Board of Education on Date:</p> <p>June 8, 2022</p> <p><u>Karen Young, President</u></p> <hr/> <p>Original Signature of President, Board of Education</p>

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 320 EB
89 Washington Avenue
Albany, NY 12234