

Southern Westchester BOCES

Organizational Professional Learning Plan 2022-2025

Board Approved June 22, 2022



Southern Westchester BOCES
Organizational Professional Learning Plan 2022-2025

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Southern Westchester BOCES

1. Building Our Future

Mission – The job of BOCES is to support learning in schools and communities by providing services and supports they are not able to provide individually.

Vision – We commit to being leaders in the field – competent, responsive, collaborative and helpful. Seeking excellence, we endeavor to provide high quality services and supports that are valued both internally and externally.

Values – We choose actions that demonstrate our commitment to excellence and the values of trust, respect, and collaboration. We commit to practices that nurture and grow our shared values.

Goals – We commit to the continuous development of goals that address gaps and help us live our Mission, Vision and Values. Our district problem solving protocol and goal setting process create a road map of clarity that engages partners in a shared focus.

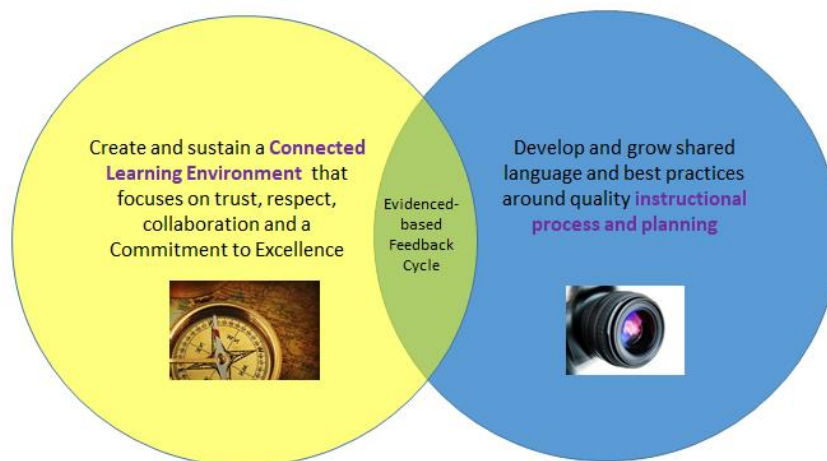
2. Southern Westchester BOCES Professional Learning Team Committee Members

Andrea Byrne (Committee Facilitator – Director of Special Services)
Anne Marie Cellante (SEPTA Representative)
Linda Christiansen (BTA Representative – Special Services Teacher)
Julie Crosier (BTA Representative – Special Services Teacher)
Philip Donohue (School Administrator – Center for Career Services)
Geraldine Gavazza (BTA Representative – Special Services Teaching Assistant)
Alberta Grant-Johnson (School Administrator – Center for Special Services)
Christine Ireland (BTA Representative – Career Services Teacher)
Jacqueline O’Donnell (Administrative Representative – Chief Operating Officer/Deputy District Superintendent)
Rhonda Owens (BTA Representative – Special Services Teacher)
Victor Piniero (Committee Advisor – Technology)
Tracy Racicot (Administration Representative – Director of Adult & Community Services)
Randy Weintraub-Scholnick (BTA Representative – Special Services Teaching Assistant)
(Higher Education Representative)
Mary Elizabeth Wilson (Administrative Representative – Director of Professional Development & Instructional Technology)

3. Introduction: Southern Westchester BOCES Overview

The Southern Westchester BOCES (“SWBOCES”) Professional Development Committee reconvened in the 2016-2017 school year to align the Professional Learning Plan with the district initiatives that were identified by collaborative problem-solving teams called Think Tanks. The new plan focused on four areas of professional learning: the two initiatives, instructional technology and compliance training related to specific job responsibilities.

SWBOCES Initiatives



The committee continued to meet yearly, with the exception of the 2019-2020 school year pandemic response period. The ongoing process includes the following:

- Review the PDP implementation across SWBOCES;
- Collect and analyze appropriate data on professional learning goals based on student achievement and professional practice; and
- Examine and address the emerging needs of our staff

The plan was readopted in the 2021-2022 school year and will be reviewed, updated and submitted for readoption through June 2025. To facilitate its PLP development, the Committee will review the following documents to set the context for a new PLP:

- New York State Education Department (“NYSED”) regulatory guidance documents for section 100.2(dd) of the Regulations of the Commissioner of Education that describe the required contents of PDPs;
- NYSED regulatory guidance documents for Part 154 of the Regulations of the Commissioner of Education that describe the legal requirements for educating English Language Learners;
- NYSED regulatory guidance for adoption of a new Subpart 80-6 of the Regulations of the Commissioner of Education relating to Continuing Teacher and Leader Education (“CTLE”) Requirements for Professional and Teaching Assistant Level III Certificate Holders;
- New York State Professional Development Standards (approved by the Board of Regents in February 2009);
- SWBOCES’ PLP adopted for 2021-2022

Through data analysis from professional development participation, a review of updated state regulations, and a desire to connect the PLP to SWBOCES’ Mission, Vision, Values and Goals, the Committee will base this three year plan PLP on three overarching criteria:

1. All professional development is identified/developed in alignment to District and Center goals;
2. Appropriate time and opportunity are dedicated for professional development; and
3. All professional development will be evaluated for its effectiveness in increasing student achievement and improving teacher practice, using mixed methods of analyses.

The Committee is using existing data, NYSED’s priorities identified through its Professional Development Standards and revised Commissioner’s Regulations, and SWBOCES’s priorities developed through collaboration with SWBOCES team members utilizing the SWBOCES problem-solving process. Beginning in the 2022-2023 school year, and continuing thereafter, SWBOCES staff from the Center for Career Services (“CCS”), the Center for Special Services (“CSS”), and the Sprain Brook Academy (Incarcerated Youth Program, “IYP”) will collect and analyze student achievement data, in the form of assessments and performance-based tasks (i.e. student work), as determined to support the development of professional learning goals and programs. In addition, all SWBOCES Centers and Programs with staff who are required to satisfy CTLE requirements will collect and analyze professional development data, in the form of course evaluations and outcomes, to monitor the extent to which professional learning goals were achieved by the course or program provided. The Committee will work with all SWBOCES Centers and Programs to identify appropriate protocols and tools to collect and analyze data that address the two focus areas of increasing student achievement and improving teacher practice.

4. Southern Westchester BOCES Professional Learning Plan Philosophy and CTLE Requirements

SWBOCES' Professional Learning Plan will serve as a guidance document in the development of Superintendent's Conference Day planning. A summary of feedback on professional development sessions will be shared with the Committee to allow for progress monitoring of professional learning aligned to SWBOCES' Mission, Vision, Values and Goals. This PLP will, therefore, become a ready reference of how to proceed with future professional development activities. Sample feedback for review included requests from participants for follow-up activities, and evidence of impact on student achievement, where appropriate and practicable.

The PLP Committee is committed to prioritizing professional learning across those aspects of increasing student achievement and improving professional practice that are consistent across the organization. At SWBOCES, the student population (and, thus, teachers and teaching assistants) represent a wide range of academic, social, and emotional needs. As component school districts are the ultimate client, an analysis of student needs to drive Professional Learning Planning represents a particularly unique challenge. The Committee recognizes this challenge; it strives to provide a "common thread" throughout the organization while recognizing that most professional learning needs are highly specialized. While SWBOCES' component school districts can generally focus on academic learning for large groups of teachers, SWBOCES' students require a range of programs in such areas as basic social and behavior development, career and vocational skills, communications needs, transitional skills, and physical education/therapy that involves specialized teaching situations. These needs are less common in component school districts. The Committee values a PLP that holistically serves SWBOCES' Mission, Vision, Values and Goals, and addresses the broad needs of the SWBOCES community as aligned with Center goals.

The Committee recommends that all teachers receive a minimum of twenty (20) hours of professional development per year and, as required by Part 100 Commissioner's Regulations, a minimum of one hundred (100) hours of professional development every five (5) years. This time represents activities provided through Superintendent's Conference Days, after-school activities, staff meetings, and other opportunities approved by Department leadership (e.g., conferences, workshops, and local district training programs). The SWBOCES schedule for Superintendent's Conference Days varies annually, typically day(s) in September, an additional day within the first half of the school year, and a final day toward the end of the school year. The primary professional development day takes place every year on the November Superintendent's Conference Day. Half days (where possible) and extended after-school sessions are also available at different times throughout the year. The New York State Learning Standards, industry standards appropriate to the teaching assignment, and the New York State Professional Development Standards will each be considered in the planning and review of professional development. This PLP supports teachers and Level III teaching assistants in each grade level

served by SWBOCES. In addition, it supports all New York State-certified teachers and administrators currently working in Centers or Programs that do not provide direct service to students. For example, certified staff in all other SWBOCES Centers and Programs (e.g., the Center for Professional Development and Curriculum Support [“CPDCS”], the Center for Interscholastic Athletics [“IA”], the Regional Information Center [“RIC”]) may also be required to register every five (5) years in NYSED’s “TEACH” system and track their 100 hours of professional development to satisfy CTLE requirements. To the extent practicable, vertical articulation of professional development will occur across multiple grade levels and SWBOCES Centers and Programs, to ensure that participants are meeting learning goals based on SWBOCES’ Mission, Vision, Values and Goals.

SWBOCES will continue to provide for two (2) hours of training in school violence prevention and intervention annually. This training will occur during one of the designated Superintendent’s Conference Days or after-school professional development sessions by SWBOCES CPDCS team members or consultants. A certification of attendance and completion will be available to participants through SWBOCES’ dedicated learning management system, MyLearningPlan®. This two-hour requirement will be included in the 100-hour minimum CTLE requirement every five (5) years. SWBOCES will provide for those professional certificate holders in English and as a Second Language (ESL) in all grades and with a Bilingual extension a minimum of 50% required time for language acquisition in the core content area of instruction. This training will equal a minimum of fifty (50) hours of the 100-hour minimum CTLE requirement every five (5) years. SWBOCES may seek an exemption from this provision if it is found to have fewer than thirty (30) English Language Learner students (“ELLs”) enrolled, or if its ELL student population makes up less than five percent (5%) of its total student population. SWBOCES will provide for all other professional certificate holders and Level III teaching assistants a minimum of fifteen percent (15%) required time for language acquisition addressing the needs of English Language Learners. This training will equal a minimum of fifteen (15) hours of the 100-hour minimum CTLE requirement every five (5) years. SWBOCES may seek an exemption from this provision if it is found to have fewer than thirty (30) English Language Learner students (“ELLs”) enrolled, or if its ELL student population makes up less than five percent (5%) of its total student population. For all hours offered, a certification of attendance and completion will be available to participants through MyLearningPlan®.

This PLP supports SWBOCES’ intent to provide continuous and sustained professional development in multiple ways. CPDCS will work with other SWBOCES Centers to establish a financial model that supports the professional learning goals of each Center as a collaboration between each instructional program in the organization. Further, using a continuous self-

monitoring process, the Committee will regularly seek feedback from the leadership in Centers and Programs to identify emerging needs that may not have been anticipated in this PLP. In addition, the PLP Committee will work closely with other BOCES staff to review data as it is collected and analyzed to ensure that appropriate needs identified will be incorporated into ongoing professional development programs.

Criteria for the 2017-2020 Professional Learning Plan

Readopted through June 2022

The following three (3) criteria will guide the selection, participation, and evaluation of professional development linked to student achievement and teacher practice.

1. Professional development is developed using the SWBOCES problem-solving process and aligned to District and Center goals.

SWBOCES is involved in District-wide goal-setting. Each Center will communicate the professional learning opportunities available to its teachers holding permanent and professional certification and Level III teaching assistant certification. This communication will occur through a dedicated learning management system in which course registrations can occur.

2. Appropriate time and opportunity are dedicated for professional development.

Built into the staff calendar are four (4) Superintendent's Conference Days and approximately nine (9) early release days to establish the quantity of time for teachers and Level III teaching assistants to engage in professional development throughout the school year to achieve identified professional learning goals.

3. All professional development will be evaluated for its **effectiveness** in increasing student achievement and improving teacher practice, using mixed methods of analyses.

Quantitative and/or qualitative methods are used to measure the effectiveness of professional development opportunities based on student achievement data and individual professional development goals. Quantitative methods include, but are not limited to, pre- and post-test results. Qualitative methods include, but are not limited to, feedback from course evaluations/surveys. A data summary will be shared with the Committee to inform their discussions around future recommendations for the full five-year PDP development.

6. Identified Learning Topics for Consideration in the Development of the SWBOCES Professional Learning Plan, 2022-2025
(based on the SWBOCES Professional Development Committee Needs Assessment Survey)

Topic	Comments
LEARNING ENVIRONMENT	
School/Building Environment	<ul style="list-style-type: none"> ● TCI (Therapeutic Crisis Intervention) ● CPI (Crisis Prevention Institute – Non-Violent Crisis Intervention) ● PBIS (Positive Behavioral Intervention Strategies) ● DBT (Dialectical Behavior Therapy) and additional therapeutic training including Trauma-Informed Schools and Mindfulness and Wellness approaches
Current Regulations and Industry Standards	<ul style="list-style-type: none"> ● Part 200 Regulations: How to Read an Individualized Education Program (“IEP”) ● How to Write a Data-Driven, Evidence-Based IEP
INSTRUCTIONAL PROCESS	
Curriculum Alignment and the New York State Learning Standards	<ul style="list-style-type: none"> ● Unpacking the New York State Learning Standards (including the Common Core and other appropriate industry standards) ● Lesson Design and Planning: Objectives, Goal-Setting through a <i>Focus on Learning</i> ● Differentiated Instructional Methods: co-teaching, acknowledging and addressing the unique student learning needs, culturally-responsive teaching ● Principles of Data-Driven Instruction ● Curriculum and Assessment Design and Feedback ● New York State Alternate Assessment (“NYSAA”) criteria identified in standards and essential elements including “Major Claims and Conceptual Areas”
English Language Learners	Unpacking the Part 154 Regulations and

	incorporating teaching strategies for ELL
REQUIRED TRAINING	
Career Development and Occupational Studies ("CDOS")	<ul style="list-style-type: none"> ● Unpacking the New CDOS Credentials ● Alignment of CDOS Standards and Credentials to Current Programs
Job Training and Placement – Life Skills for Independent Living Agencies involved in Transition Services	<ul style="list-style-type: none"> ● Distinction Between Local, State, and Federal Adult Agencies ● Awareness of State Agencies and Services: NYSED Office of Adult Career and Continuing Education Services-Vocational Rehabilitations ("ACCES-VR") and NYS Office of Persons with Developmental Disabilities ("OPWDD")
Global Compliance Network (GCN) Trainings and Policy Review	<ul style="list-style-type: none"> ● Review of policies and online staff development in all New York State required annual trainings
TECHNOLOGY	
Integration into Classroom Practice (resources and strategies for instruction and assessment) Integration into Professional Practice (resources and strategies for daily management of responsibilities)	See the SWBOCES Comprehensive Technology Plan, approved by the SWBOCES Board of Education for the 2022-2025 School Years (Appendix A, page 10 of this PDP)

7. Mentoring Program

SWBOCES maintains a Mentoring Steering Committee which collaboratively coordinates and monitors the SWOCES New Teacher Mentor Program. The Mentoring Steering Committee reviews all mentor applications and selects a pool of mentors to be in place for at least three years to serve as mentors if called upon. SWBOCES' Department of Human Resources reviews new hires and determines who among them, if any, require mentors. After a review of the needs for mentors and the programs in which new teachers may be assigned, the Mentoring Steering Committee will match mentors from the mentor pool with beginning teachers. If additional mentors are needed, the Mentoring Steering Committee will request a posting for the position and the BOCES Teachers' Association ("BTA"), with the assistance of supervisors, will be responsible for the recruitment of mentors. Training for mentors will be provided by SWBOCES and participation in that training will be a requirement to be a mentor.

The mentoring plan guidelines for BTA and BASA are attached.

Appendix A: New York State Professional Development Standards

The New York State Professional Development Standards were approved by the Board of Regents in February 2009 and frame SWBOCES' PDP. A summary of the ten standards is below.

The full Standards may be accessed at:

[New York State Education Department Office of Teaching Initiatives](#)

The Ten Standards for High Quality Professional Development

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.

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.

Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

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 children's education.

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.

Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Appendix B: Southern Westchester BOCES Comprehensive Technology Plan

The SWBOCES Comprehensive Technology Plan was approved by the SWBOCES Board of Education for the 2015-2018 school years on October 14, 2015. It includes all topics requested to support learning technology integration in support of the 2016-2017 Professional Learning Plan. The full Plan may be accessed at: [SOUTHERN WESTCHESTER BOCES COMPREHENSIVE TECHNOLOGY PLAN \(updates in progress\)](#).

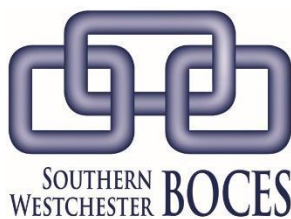
Appendix C: List of Independent Consultants for CTLE Requirements

Each SWBOCES Center may work with independent consultants to support their professionally licensed staff in meeting CTLE requirements. Independent consultants who provide professional development that satisfy CTLE requirements will be listed separately. These lists may be amended at any time based on Board of Education approval of new independent consultant contracts. Updated lists of independent consultants in each SWBOCES Center will be re-submitted to NYSED in accordance with state guidelines.

The following SWBOCES Centers will work with independent consultants:

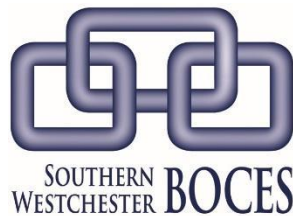
- Center for Career Services
- Center for Professional Development and Curriculum Support
- Center for Special Services
- Lower Hudson Regional Information Center

SWBOCES Board of Education approved
Professional Development providers
are updated regularly and attached to the
Professional Learning Plan



Southern Westchester BOCES

Mentoring Plans



ARTICLE XXIII - MENTORING

As of September 1, 2009, in addition to the mentoring required by the regulations of the Commissioner of Education (detailed below), members of the bargaining unit in the following titles shall be provided mentoring if they are new to the following professions: Guidance Counselor, Psychologist, Social Worker, Occupational Therapist, Physical Therapist. Any mentor assigned after December 12, 2017 shall receive an annual stipend of \$2,000. Any mentee hired during the school year will be mentored in the successive school year.

Introduction

The transition of teachers new to the profession from preparation to practice is an important stage in the professional development of beginning practitioners. The implementation of a mentoring program provides personalized and intensive support to new teachers as they are introduced to Southern Westchester BOCES and to the teaching profession. We would expect that the SWBOCES New Teacher Mentoring Program would play a significant role in a beginning teacher's development as a skillful and reflective practitioner and would build his/her self-confidence in the classroom.

A. Goals and Outcomes

The most important goal of the program is to increase the beginning teacher's skills at addressing the needs of his/her students and improving student performance. In addition, we expect the mentoring program to have a positive impact on the new teacher in the following areas:

- Understanding the nature of our students
- Curriculum and instructional repertoire
- Ability to assess individual needs
- Ability to work both independently and collaboratively in a decentralized environment
- Successful first year of employment
- Greater understanding of SWBOCES and its mission
- Retention at SWBOCES

B. Coordination

A six-member committee will be formed to act as a steering committee to implement the mentoring plan. Three members will be appointed by the SWBOCES Teachers' Association (BTA) and three members will be appointed by the District Superintendent. This committee will collaboratively coordinate and monitor the SWBOCES New Teachers Mentoring Program.

The steering committee has the following responsibilities:

- Orient supervisors and appropriate directors to the program
- Develop and oversee the selection process
- Select the pool of mentors
- Set up training for members
- Establish mentor-new teacher pairs and conduct an initial orientation session
- Develop record-keeping forms and procedures with final approval by the Director of Human Resources
- Monitor the mentor-new teacher relationship and make a change in mentor where necessary
- Develop a program evaluation and make adjustments in the program where needed

- Prepare status reports for the District Superintendent and Board of Education when requested.

C. Mentor Selection

The steering committee will recruit, select and train a pool of mentors to be in place for at least three years to serve as mentors if called upon.

Applicants must submit a written application and must meet at least the following criteria:

- Minimum of five years successful experience at SWBOCES
- Superior ability as practitioner (in selecting mentors, the committee will seek the opinion of supervisors)
- Evidence of continued development in the profession
- Familiarity with SWBOCES and the diverse populations it serves
- Ability to work collaboratively
- Willingness to fulfill all roles and responsibilities as described in the mentoring plan

Majority of the members of the steering committee will approve of the mentors selected to participate in the program. The pool of mentors may include varying certification areas and exposure to a wide range of SWBOCES programs.

The steering committee will match mentors from the mentor pool with beginning teachers. The mentor-new teacher pair must remain in the program for the first year of their employment at SWBOCES.

The parties shall make their best efforts to resolve any conflicts they may have. If a conflict cannot be resolved satisfactorily and the mentor is unable to continue in his/her role, then the steering committee will make a change in the pairings.

D. The Role of the Mentor

The prime role of the mentor is facilitating the growth and development of the new teacher. The mentor's role is one of guidance and support. Mentors will not participate in the process of evaluation, nor will information collected in the program be used in that process. The mentor shall not be evaluated as a mentor within the teacher evaluation process based upon his or her performance as a mentor. However, any mentor is subject to and responsible for following BOCES policies and exercising good professional judgement.

Mentors will be responsible for:

- Maintaining confidentiality
- Sharing knowledge, skills and information with the new teacher
- Modeling the highest professional standards
- Opening their classroom to the new teacher to model effective teaching techniques
- Arranging visits for the new teacher to observe other colleagues when appropriate
- Promoting self-reflection and analysis
- Offering non-judgmental listening
- Participating in mentor training activities
- Documenting mentoring activities

E. Mentor Preparation

Training for mentors will be provided by SWBOCES and participation in that training will be a requirement to be a mentor. The training will consist of at least an initial full-day training and 1-2 follow-up sessions. Initial training of the pool of mentors will take place in the fall. Mentors will be required to attend, and members of the steering committee are encouraged to attend.

Meeting dates will be reviewed and approved by the mentor and the participant's supervisor for the purpose of absentee coverage.

The training will include topics such as adult development, peer-coaching techniques, elements of a mentoring-new teacher relationship, observation techniques, safety issues, etc. The Committee will determine the dates and times of the mentor training.

The district committee will hold an initial orientation for mentors and new teachers to explain the program and allow for mentors and new teachers to schedule initial activities and set initial goals for themselves.

F. Types of Mentoring Activities

Each mentor-new teacher relationship will be unique, growing out of the needs of the new teacher and the children for which he/she is responsible. Formal activities may include, but not be limited to, reciprocal classroom visits, demonstration lessons, curriculum planning, assessment and/or sharing of materials, analysis of student data, etc. On a more formal basis, the mentor should also be available to discuss issues that arise in day-to-day- practice and help orient the teacher to school culture and SWBOCES in general.

G. Time Allotted for Mentoring

At a minimum, the mentoring activities will be at least 30 hours per year. Each mentor and a new teacher shall share five release days (full) during the school year. These release days must be taken in half or full day increments. The program also expects that there be classroom visits (from the five-day shared allotment); either reciprocal visits between mentor and new teacher or visits to other classrooms or programs arranged by the mentor for the new teacher. BOCES will provide coverage (when notified in advance); when either the mentor or new teacher leaves the classroom for the purpose of this activity they will follow the approval process for coverage.

The mentor will be required to maintain and submit a record of mentor-new teacher activities and the time allotted to such activities. The record will become part of the personnel file of the new teacher, to be used by the new teacher to document one of the requirements for a professional certificate. The format is to be determined by the Human Resources Department and signatures will be required.

H. Compensation for the Mentor

Mentors will receive a stipend of \$2,000 when assigned a mentee, to be paid by June 30th of the applicable school year. This stipend covers all required activities as noted above.

I. Program Evaluation

The steering committee will develop and conduct a yearly evaluation of the SWBOCES New Teacher Mentoring Program by May 1. A summary of the results will be shared with all the participants and the PDP committee. The steering committee will also share the report with the District Superintendent and the Board of Education annually. In the event that a teacher who has participated in the program decides to leave SWBOCES, the steering committee will conduct an exit interview.

PRINCIPAL MENTORING PROGRAM

The Principal Mentoring program is designed to support new principals progressing from an Initial School Building Leader certification to a Professional School Building Leader certification. Mentors for Principals and Assistant Principals will be chosen from the BASA unit only. Members of the BASA bargaining unit in

the following titles shall be provided mentoring if they are new to the following professions: Supervisor/Principal and Assistant Principal.

Introduction

The transition of principals new to the profession from preparation to practice is an important stage in the professional development of beginning practitioners. The implementation of a mentoring program provides personalized and intensive support to new principals as they are introduced to Southern Westchester BOCES and to the administrator profession. We would expect that the SWBOCES New Principal Mentoring Program would play a significant role in a beginning principal's development as a skillful and reflective practitioner and would build his/her self-confidence in the school building.

A. Goals and Outcomes

The most important goal of the program is to increase the beginning principal's skills at addressing the needs of his/her students and staff and improving student performance. In addition, we expect the mentoring program to have a positive impact on the new principal in the following areas:

- Understanding the nature of our students, staff and programs
- Curriculum and instructional leadership
- Ability to assess individual needs
- Ability to evaluate staff using the districts APPR plan
- Ability to work both independently and collaboratively in a decentralized environment
- Ability to prioritize responsibilities
- Successful first year of employment
- Greater understanding of SWBOCES and its mission
- Retention at SWBOCES
- Understanding contractual language

B. Coordination

A six-member committee will be formed to act as a steering committee to implement the mentoring plan. Three members will be appointed by the BOCES Association of School Administrators (BASA) and three members will be appointed by the District Superintendent – or designee. *(This may include Assistant Directors, Directors and Assistant Superintendents)* This committee will collaboratively coordinate and monitor the SWBOCES New Principal Mentoring Program.

The steering committee has the following responsibilities:

- Orient supervisors and appropriate directors to the program
- Develop and oversee the selection process
- Select the pool of mentors
- Set up training for members
- Establish mentor-new principal pairs and conduct an initial orientation session
- Develop record-keeping forms and procedures with final approval by the Director of Human Resources
- Monitor the mentor-new principal relationship and make a change in mentor where necessary

- Develop a program evaluation and make adjustments in the program where needed
- Prepare status reports for the District Superintendent and Board of Education when requested.

C. Mentor Selection

The steering committee will recruit, select and train a pool of mentors to be in place for at least three years to serve as mentors if called upon.

Applicants must submit a written application and must meet at least the following criteria:

- Tenured Principal at SWBOCES
- Superior ability as practitioner (in selecting mentors, the committee will seek the opinion of supervisors)
- Evidence of continued development in the profession
- Familiarity with SWBOCES and the diverse populations it serves
- Ability to work collaboratively
- Willingness to fulfill all roles and responsibilities as described in the mentoring plan

Majority of the members of the steering committee will approve of the mentors selected to participate in the program. The pool of mentors will include exposure to a wide range of SWBOCES programs.

The steering committee will match mentors from the mentor pool with beginning principals. The mentor-new principal pair must remain in the program for the first year of their employment at SWBOCES.

The parties shall make their best efforts to resolve any conflicts they may have. If a conflict cannot be resolved satisfactorily and the mentor is unable to continue in his/her role, then the steering committee will make a change in the pairings.

D. The Role of the Mentor

The prime role of the mentor is facilitating the growth and development of the new principal. The mentor's role is one of guidance and support. Mentors will not participate in the process of evaluation, nor will information collected in the program be used in that process. The mentor shall not be evaluated as a mentor within the principal evaluation process based upon his or her performance as a mentor. However, any mentor is subject to and responsible for following BOCES policies and exercising good professional judgement.

Mentors will be responsible for:

- Maintaining confidentiality
- Sharing knowledge, skills and information with the new principal
- Modeling the highest professional standards
- Opening their site to the principal to model effective leadership techniques
- Arranging visits for the new principal to observe other colleagues when appropriate
- Promoting self-reflection and analysis
- Offering non-judgmental listening
- Participating in mentor training activities

- Documenting mentoring activities

E. Mentor Preparation

Training for mentors will be provided by SWBOCES and participation in that training will be a requirement to be a mentor. The training will consist of at least an initial full-day training and 1-2 follow-up sessions. Initial training of the pool of mentors will take place in the fall. Mentors will be required to attend, and members of the steering committee are encouraged to attend.

Meeting dates will be reviewed and approved by the mentor and the participant's supervisor for the purpose of absentee coverage.

The training will include topics such as adult development, peer-coaching techniques, elements of a mentoring-new principal relationship, observation techniques, safety issues, etc. The Committee will determine the dates and times of the mentor training. (*Recommendation for the Professional Development Center to provide the training.*)

The district committee will hold an initial orientation for mentors and new principals to explain the program and allow for mentors and new principals to schedule initial activities and set initial goals for themselves.

F. Types of Mentoring Activities

Each mentor-new principal relationship will be unique, growing out of the needs of the new principal and the children for which he/she is responsible. Formal activities may include, but not be limited to, reciprocal site visits, curriculum planning, assessment and/or sharing of materials, analysis of student data, and consulting on topics such as school safety, interaction with parents, CSE and legal considerations, etc. On a more formal basis, the mentor should also be available to discuss issues that arise in day-to-day practice and help orient the principal to school culture and SWBOCES in general.

G. Time Allotted for Mentoring

At a minimum, the mentoring activities will be at least 30 hours per year. Each mentor and a new principal shall share five release days (full) during the school year. These release days must be taken in half or full day increments. The program also expects that there be site visits (from the five-day shared allotment); either reciprocal visits between mentor and new principal or visits to other sites or programs arranged by the mentor for the new principal. The mentor or new principal will follow the approval process for coverage when leaving their site for mentoring.

The mentor will be required to maintain and submit a record of mentor-new principal activities and the time allotted to such activities. The record will become part of the personnel file of the new principal, to be used by the new principal to document one of the requirements for a professional certificate. The format is to be determined by the Human Resources Department and signatures will be required.

H. Compensation for the Mentor

Mentors will receive a stipend of \$2,000 when assigned a mentee, to be paid by June 30th of the applicable school year. This stipend covers all required activities as noted above.

I. Program Evaluation

The steering committee will develop and conduct a yearly evaluation of the SWBOCES New Principal Mentoring Program by May 1st. A summary of the results will be shared with all the participants and the PDP committee. The steering committee will also share the report with the District Superintendent and the Board of Education annually. In the event that a principal who has participated in the program decides to leave SWBOCES, the steering committee will conduct an exit interview.