

PROFESSIONAL LEARNING PLAN



June 2024-June 2026

**BATH CENTRAL SCHOOL
Bath, New York**

Adopted by the Bath Central School District Board of Education July 2024

Table of Contents

Introduction	4
Mission Statement	6
Vision Statement	6
Core Values	6
PROFESSIONAL PERFORMANCE EXPECTATIONS	7
I. The What, Why, and How of Professional Learning at Bath CSD	8
A. Needs Analysis	8
B. Focus on Community	10
C. Opportunities Available	11
D. Alignment of Professional Learning to Standards, Needs, and Desired Outcomes	13
E. Professional Learning at specific levels and longitudinally	14
F. Evaluation of Impact	15
G. Expectation of Participation in Professional Learning	16
H. Focus on Continuity, Sustainability, and the utilization of participant feedback	16
II. Supporting Teachers with Professional Certifications and Level III Teaching Assistants	17
III. Awarding CTLE Certificates & Record Retention	17
IV. Other Offerings Available outside of the Bath Central School District	18
V. Additional Required Trainings	18
APPENDIX A - Inservice Survey Data	19
APPENDIX B - Critical Skills	21
APPENDIX C - New York State Professional Development Standards	22
APPENDIX D - Professional Goal Forms	23
APPENDIX E - Mentoring Plan	27
PURPOSE	28

PROGRAM PARTICIPANTS	28
PROGRAM DESCRIPTION	29
SPECIALIST’S RESPONSIBILITIES	29
TRAINER’S RESPONSIBILITIES	29
SUPERINTENDENT’S / D.E.S.’S RESPONSIBILITIES	30
MENTEE’S RESPONSIBILITIES	30
MENTOR SELECTION	31
MENTOR’S RESPONSIBILITIES	31
CTLE HOURS	32
PROFESSIONAL MENTORING SCHEDULE	32
Year One	32
Year Two	33
Instructional Coach’s Responsibilities	33
Year Three	33
Year Four	34
IMPROVEMENT PLANS	34
SPECIAL CIRCUMSTANCES	34
PROFESSIONAL MENTORING PROGRAM EVALUATION	34

Introduction

The Bath Central School District Professional Learning Council revised our previous Professional Development plan, following the guidance provided by the NYSED. The focus of this plan is on continuous professional learning which will result in ongoing professional growth of our instructional staff and administrative team.

The council working on this revision consisted of a cross-section of stakeholders, representing the Haverling Teachers' Association, Bath Administrators Association, parents and higher education representatives.

A commitment to professional growth is a key factor in providing the best opportunity for all students to leave our district with the desired student outcomes listed within our Strategic Plan. This high level of commitment will be evident throughout the plan.

2024-2026 Professional Learning Council

Special Areas:

Superintendent
HTA Rep
Parent Member
Higher Ed Rep
Social Worker / SEL Integration Specialist
School Counselor

Technology Integration & Communication Specialist

VEW Primary School

Principal
Teacher
Teacher
Teacher
Teacher
Teacher
Teaching Assistant
Teaching Assistant

DLL Middle School

Principal
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teaching Assistant

High School

Principal
Teacher
Teacher
Teacher
Teaching Assistant

Facilitator

Director of Educational Services
Director of Curriculum & Instruction

Support Member

GST BOCES – SD/Curriculum Coordinator

Mission Statement

The Bath Central School District is ...
Committed to every student, every day.
Community centered.
Globally connected.

Vision Statement

The Bath Central School District will be an innovative learning community committed to excellence by providing a safe, nurturing, experience-rich environment that promotes life-long learning to empower all individuals to meet the challenges of an ever-changing future.

Core Values

We believe ...

The education of all students is the primary focus of our efforts.
Every child deserves a safe, nurturing environment.
Effective communication within the school community is essential.
We can provide meaningful, engaging learning opportunities while being fiscally responsible.
We are all life long learners.
In embracing diversity to strengthen understanding and resiliency
As the center of the community, the school will respond to its needs.
Our high expectations will result in excellence.

PROFESSIONAL PERFORMANCE EXPECTATIONS

1. *To demonstrate respect and concern for students with a thorough understanding of how they continue to develop and learn.*
2. *To understand and be able to aptly apply subject matter while making accessible to all students the discipline's tools of inquiry, central concepts, and connections to other domains of knowledge.*
3. *To consistently plan and evaluate instruction based on analysis of data, knowledge of the learner, subject, local curriculum, state learning standards, and the community.*
4. *To comprehend and use a variety of researched-based teaching strategies, including appropriate technology aligned to needs identified through data analysis.*
5. *To enhance and document learning through formal and informal assessment techniques.*
6. *To model respect for individual differences among students and colleagues.*
7. *To communicate personal philosophies about learning, teaching, assessments and the role of education in society.*
8. *To understand and apply responsibility to school, community and a global society.*
9. *To acknowledge and apply the principles of a democratic community and plan instruction to promote good citizenship and future career possibilities.*
10. *To ensure learning opportunities are rigorous, relevant, and evaluated using available data.*
11. *To maintain the highest caliber of instruction through ongoing participation in professional development offerings.*
12. *To recognize that, above all, we are **lifelong learners**.*

Note: For the purpose of this document, **Professional Instructional Staff Members**, will include Administrators, Teachers, School Counselors, Nurses, Social Workers and Teaching Assistants. Professional Instructional Staff Members will be shortened to **Professional Staff** for this document.

I. The What, Why, and How of Professional Learning at Bath CSD

The planning of effective professional learning opportunities is a priority for our district. We understand continual growth is the key to improvement. However, growth is not possible without clear expectations and high quality learning experiences.

A. Needs Analysis

Bath CSD identifies the needs of professional staff through a variety of activities, sources, and data collection methods. The Professional Learning Council utilizes this information at various times to prioritize & plan appropriate opportunities.

Activity / Data	Description	Who provides	Collected	By	Reviewed by PLC and/or Teacher Teams
Annual Professional Learning Needs Survey*	Short survey regarding interests, needs, and format	Prof. Staff	Opening Day	PLC – HTA sub committee	September PLC Meeting
Professional Goals	3 professional goals for year	Admin/Teacher/TA	September/ October	Evaluator	Admin - summarize per bldg October PLC Meeting
Student Achievement Data	All SED Assessment results Local formative assessments - iREady, BAS, F&P Benchmark, Writing benchmarks	NYSED / Dir. Of Ed. Services / Dir. of C & I	Summer	Principal	September / October - grade level teams - K-8, departments 9-12
Strategic Plan - Desired Student Outcomes	Balanced Instruction - objectives	District Steering Committee	Summer	Dir. of Ed. Services and Dir of C&I	September PLC Meeting
Administrative Observations/Evaluations	Announced / Unannounced from previous year & Walkthroughs during current year	Prof. Staff	ongoing	Admin Team	November, February, May- PLC Meetings

Superintendent Conference Day Feedback	Surveys or discussion facilitated by building reps of PLC	Prof. Staff	Following each Conf. day	PLC members	October, February, April PLC Meetings
New Teacher – Mentoring Program Feedback	Anonymous Surveys & Discussions with Mentors	1 st – 4 th year prof. staff	on going	Staff Development Specialist & Trainer	Various times during PLC meetings
New State Mandates	Curriculum changes, assessment changes, graduation requirement changes, accountability measures etc.	NYSED Superintendent Dir. of Ed. Services	as changes are released	Superintendent & Dir. of C&I	shared at PLC meetings as necessary
Student Needs	Consideration given to the challenges faced by our student body - ACES, SEL, Poverty, DEI	Admin Counselor Staff	on going	PLC members	Needs shared at PLC meetings as necessary
Direct requests to PLC members	Discussions with PLC reps. Each school will develop a system of gathering input.	Prof. Staff	on going	PLC Members	Ideas, suggestions, needs presented during open sessions of agenda
Teacher Improvement Plan	Specific Plan based on Individual improvement needs	Principal /Teacher	as needed	Principal	Staff Development Specialist & Trainer
Technology Surveys	annual instructional technology needs surveys	Prof. Staff	EOY surveys	Dir. of Tech Integration	June or September PLC Meeting

*latest survey results are displayed in **Appendix A.**

The Professional Learning Council meets on the second Thursday of each month. Decisions are then made about professional learning opportunities which will be provided during conference days OR as in-service offerings, independent learning opportunities, and summer programs.

Our primary goal for this plan will be to provide all professional staff members with learning opportunities necessary to ensure our students are leaving with the desired skills and knowledge stated in our Strategic Plan. We want our students to be prepared for college or to enter the workforce, as well as be civic responsible citizens. Desired Student Outcomes are attached in **Appendix B.** **Adjustments may be necessary as the Steering Team begins the development of an updated Strategic plan and finalize in the summer of 2024.**

B. Focus on Community

The Bath Central School district is located in the village of Bath, New York, which, as the most centrally located point in Steuben County, is the county seat, with a population of 6000. The district has 140 teachers for its approximately 1400 students.

There are three schools within the district -

Vernon E Wightman Primary School → UPK -3rd

Dana L. Lyon Middle School → grades 4th -8th

Haverling High school → 9th -12th

There is very little diversity with white students accounting for just over 95% of our enrollment. Around 62% of our student population qualifies for free or reduced lunches, making up our second accountability group of economically disadvantaged students. Our students with disabilities percentage is just over 13% and this is our third and final accountability group. At any given time we have around 40 students living in a homeless situation and McKinney-Vento Act eligible.

For many years now, our professional learning opportunities on conference days have included offerings focused on the effects and impacts of poverty, importance of empathy, and learning about A.C.E.S. Professional learning has also had a focus on mental health and incorporated sessions relating to social emotional learning. How to create a safe nurturing environment for students has been and continues to be a priority .

School counselors and social workers are continually communicating with building administrators regarding students who are going through difficult situations. Student Support teams are in place in all three schools to identify students needing additional support. From these meetings and communications, ideas of needed professional learning opportunities for staff are identified.

With this focus remaining in place, we will now look to find a balance between the areas listed above and topics relating to instructional strategies and curriculum alignment based on student performance and growth data. We will also be incorporating methods to enhance learning opportunities which will allow for the development of our district's desired Critical Skills.

C. Opportunities Available

Based on the results of the needs analysis (section A) and priorities established by the Professional Learning Council (PLC), the following professional learning opportunities are utilized. A wide variety of offerings are available to meet the needs, schedules, and interests of our instructional staff.

Activity	Target Audience	Responsible for Planning	Timeline
Superintendent Conf. Days	All Professional Staff	Professional Learning Council	4 days per year-Sept, Oct, Jan, Mar
District In-Service Offerings	Teachers and Assistants	Professional Learning Council	ongoing during year
Instructional Technology Trainings	All Professional Staff	Professional Learning Council	ongoing during year
Curriculum/Data Meetings	Teachers and Administrators	Administrator and Teacher Leader	minimum - October and March by grade level or department
Walkthroughs	Administrators	Administrative Team	6-10 times during school year with debriefing session following
Instructional Rounds	Teachers and Administrators	Teacher request to Building Admin.	as requested by teacher
Enhanced Rounds	Teachers	Teacher request to Building Admin.	as requested by teachers
Independent Study w/ Colleagues	Teachers, Assistants, Counselors, Nurses	Teacher request to Building Admin. & Dir. Ed. Services	as requested by teachers
Teacher Collaboration & Exchange	Teachers	Teacher request to Building Admin.	as requested by teachers
Book Study	Teachers, Administrators, Assistants	Dir. of Educational Services	as requested by Admin or Teacher
Professional Mentoring Plan -Appendix E.	All non-tenured professional staff in years 1, 2, 3 and 4.	Professional Learning Specialist & Trainer, Director of Educational Services, Mentoring Plan Advisory Committee	Ongoing monitoring / evaluation

Outside Local, State and National organization conferences	All Professional Staff	Teacher request to Building Admin.	when available and requested
Professional Discussion as Departments, Teams, Grade Levels	Teachers and Administrators	Principals and Teacher Leaders	ongoing throughout year during department, team, and grade level meetings

** The District In-Service workshops during the school year are focused on pedagogy and content specific topics. The level of rigor and application is evaluated by building principals to assure it meets the requirements of acceptable CTLE.

Professional Learning Opportunities will also be offered by outside sources who are CTLE Sponsors by the NYSED. These sponsors will include:

- Schuyler-Steuben-Chemung-Tioga-Allegany BOCES - (GST BOCES)
- Special Education Training Resource Centers (SETRC)
- Erie 1 BOCES
- New York State United Teachers Education & Learning Trust (NYSUT ELT)
- Schuyler-Chemung-Tioga/Corning Teacher Center
- SETRC - Special Education Training Resource Center
- NYS Education Department

These offerings will include a variety of topics specific to staff members' certification area, pedagogy, or language acquisition for ELL students.

D. Alignment of Professional Learning to Standards, Needs, and Desired Outcomes

For the last several years, the PLC has moved away from the “expert” coming in on conference days and talking “at” all of us for 6 hours straight. The philosophy of focusing on only one topic that hopefully applied to ALL Instructional Staff was abandoned for **differentiation, flexibility, and time to learn with colleagues.** We will utilize the “expert” for specific groups with a specific focus, but avoid the one size fits all approach.

When planning conference days, the PLC attempts to put together a schedule that meets the following 6 criteria –

1. Alignment to District goals and the ongoing needs analysis completed in Section A.
2. Alignment to NYSED initiatives and requirements - which may require attendance of all professional staff or targeted subgroup(s)
3. Flexibility for staff to structure the day in a way that will most benefit their professional learning needs.
4. A wide variety of offerings – allowing everyone to find something relevant to their assignment and professional goals..
5. Time for communication, collaboration, problem solving, and creativity sharing between colleagues
6. Provide offerings that meet the CTLE criteria for our teachers, TAs and administrators with the 100 hour requirement.

NOTE: activities not in line with CTLE criteria are clearly identified

Once a rough schedule of topics and desired outcomes are established, the PLC refers to the NY Professional Learning Standards listed in **Appendix C.** Decisions are made on how sessions will be structured and learning will be supported going forward. The PLC will also discuss the need for follow up sessions to check for understanding or enhance the previous learning.

Feedback collected from professional staff over the years has provided the PLC with a good understanding of what methods are most effective for our instructional staff. Small group, interactive, short sessions with time after to apply or plan for implementation of the new learning with support available has been most effective.

E. Professional Learning at specific levels and longitudinally

Consistency of curriculum/programs from K-5 allows for a strong vertical alignment. This alignment easily allows similar learning to occur between grade levels. Specific learning relating to effective instructional strategies for Standards woven through grade levels is provided during the summer and on conference days. At various times, teacher leaders for UPK-5 are utilized to turnkey training to grade level members.

Grade levels 6-12 collaborate with subject specific department members to gain a strong understanding of standards at each level, share instructional strategies, and decide on consistent approaches to the way instruction will be presented to students. Department Chairs for each curriculum area coordinate collaboration and learning activities. With the creation of a Director of Curriculum & Instruction position, there will be a greater emphasis on identifying professional learning needs, while working with teachers on data analysis, curriculum development and instructional strategies.

Grade Levels (K-6) and Departments (7-12) have the opportunity to work together during the school year or during the summer months. These sessions can be focused on data analysis, curriculum adjustments, or instructional strategy collaboration. These sessions are facilitated by a Curriculum Specialist from GST BOCES.

For grade levels K-8, there are two professional learning sessions scheduled with the building principal and Director of Curriculum & Instruction. The /summer/fall session is focused on data analysis, problem solving, and potential curriculum adjustments. Team members also spend time reviewing data and assessments from grade levels above and below their grade. There is a second session in the spring with the building principals focused on curriculum alignment, scope and sequence adjustments, and sharing regarding relevant topics.

The option for teams of teachers to receive release time and work collaboratively is available at any time during the school year.

F. Evaluation of Impact

STEP 1:

The Administrative Team initially reviews a wide range of data sources to evaluate the impact of professional learning.

Student Proficiency -

Formative Assessments demonstrating growth – i-Ready, B.A.S. of LLI program, Everyday Math

Summative Assessments –

State Assessments - 3-8 ELA & Math
 5th and 8th Science
 Alternate Assessment
 NYSESLAT
 Regents Exams

Student Mastery of Critical Skills -

Administrative Team Walkthroughs looking for evidence of instructional strategies which require a high level of student engagement where students must utilize and practice desired critical skills.

Professional discussion with terminal grade level teachers in each building regarding students' level of mastery of critical skills. This is followed by brainstorming creative ways to increase opportunities.

Review of senior portfolios with evidence showing the level of proficiency they reached for each of the critical skills.

STEP 2:

The administrative team then shares their findings and interpretations with the PLC. This information is utilized in section A - Needs Analysis, *but also in Section D*. If the resulting impact/change was less than what was expected, an analysis using the Professional Learning Standards and adult learning theory is completed in an attempt to determine why the desired effect was not achieved.

STEP 3:

Adjustments or needed improvements are noted for use during the planning of future opportunities.

G. Expectation of Participation in Professional Learning

All professional staff are expected to participate in professional learning offerings during our four **Superintendent Conference Days**.

All professional staff write **two or three professional goals** at the start of each school year. - **Forms are located in Appendix D**

One of the goals is in line with a districtwide initiative and allows differentiation based on previous knowledge level, ease of implementation for curricular areas, and experience.

The other goal(s) are in an area where some degree of learning will be required for **professional growth to occur.**

Discussions with supervisors will occur in approximately September, February, and May. Supervisors will be looking to assist staff in clearly defining desired outcomes, providing support needed, and determining what evidence will be collected to **measure growth**.

Professional staff will be expected to provide evidence of professional learning, implementation, and outcomes during end of year exit interviews.

Identification of potential areas for the next year's goals may be identified or an improvement plan may be written which will clearly outline steps needed to accomplish desired outcomes at the start of the next school year. .

Staff members often face many family and personal commitments outside the school day. **In-Service offerings** are available after school and during the summer to attempt to accommodate all schedules. **Many offerings are being offered virtually eliminating travel and providing additional flexibility for staff.** **Self-directed learning experiences** are also encouraged and supported with release time, purchase of materials, and inservice pay. Teachers in the past have conducted book studies and formed mini-PLCs focused on a topic of common interest. Topics have included whole brain teaching, sensory hallways, or student engagement strategies. Professional staff are expected to participate in these types of learning opportunities as often as possible.

Teachers with Professional Certification and Level III Teaching Assistants are required to meet the **CTLE requirement of 100 hours** over their 5 year registration period. It is the responsibility of the individual to keep an up to date portfolio of completed CTLE certificates. This can be done electronically through Frontline-MyLearningPlan's portfolio, a paper file, or a combination of the two.

H. Focus on Continuity, Sustainability, and the utilization of participant feedback

Long range planning by the District Steering Team has provided continuity and a sustainable focus. The district has been and will continue to be focused on increasing the level of student engagement in all classrooms throughout the district. We believe this is the only way for our students to learn and continually develop our desired Critical Skills before graduating.

The Steering Team this year will be working through a complete overhaul of our Strategic plan with input from **all stakeholder groups**. **The new objectives and feedback which come out of this process will guide our work for the next couple years.** Objectives will be reviewed by the administrative team in August and the PLC in September to determine what professional learning is required.

Feedback following learning sessions is collected formally through surveys at the end of sessions, as well as, informally through professional discussions of departments, teams, or grade levels with PLC representatives. This feedback is then analyzed by the PLC and used to improve and plan future events.

II. Supporting Teachers with Professional Certifications and Level III Teaching Assistants

A. ESOL certified Teachers – min 50% of hours

We currently have no teachers on staff with an ESOL certification. If we hire a teacher with ESOL certification we will make sure opportunities are available for the individual to receive at least 50% of their CTLE hours on language acquisition. We would definitely look to utilize the professional learning opportunities through the Midwest Regional Bilingual Resource Network (RBERN) through Monroe 2 BOCES.

With a small ESOL population, for several years now we have utilized a BOCES itinerant ESL teacher to provide the required instruction and support for our ELLs.

B. Addressing Needs of ELLs – 15% of hours – Teachers

The district percentage of ELLs of our enrollment is less than 1%. Therefore the district has applied for and been granted the waiver from this requirement. We will continue to apply for this waiver as long as our ELL enrollment percentage allows.

C. Addressing Needs of ELLs – 15% of hours – Teaching Assistants

The district percentage of ELLs of our enrollment is less than 1%. Therefore the district has applied for and been granted the waiver from this requirement. We will continue to apply for this waiver as long as our ELL enrollment percentage allows.

III. Awarding CTLE Certificates & Record Retention

The Bath CSD will continue to utilize the Frontline system to document and maintain records of professional learning offered by the district. When professional learning activities meet the criteria for CTLE hours, a certificate of completion will be awarded to the participants. Educators are required to maintain their own file of these CTLE certificates which must total 100 hours during each 5 year registration period, and then retain these documents for 3 years from the end of each registration period. Every educator will have an account in Frontline and unlimited access to their awarded certificates.

All activities with documented participant attendance will continue to be available in Frontline with no deletion date. The Bath CSD has used the Frontline system for 9 years and will continue to use Frontline as our professional learning platform.

IV. Other Offerings Available outside of the Bath Central School District

Professional Learning Opportunities are also available for professional staff through outside sources who are CTLE Sponsors by the NYSED. These sponsors include:

- Schuylers-Steuben-Chemung-Tioga-Allegany BOCES - (GST BOCES)
- Erie 1 BOCES
- New York State United Teachers Education & Learning Trust (NYSUT ELT)
- Schuylers-Chemung-Tioga/Corning Teacher Center
- SETRC - Special Education Training Resource Center
- NYS Education Department

Additional conferences sponsored by local, state, or national organizations will be reviewed by building principals. Individuals requesting to attend are required to make connections to the district's desired student outcomes or their professional goals.

Professional learning opportunities not offered by a NYSED approved sponsor will receive the same level of consideration, but participants need to be aware it is not a CTLE eligible activity.

V. Additional Required Trainings

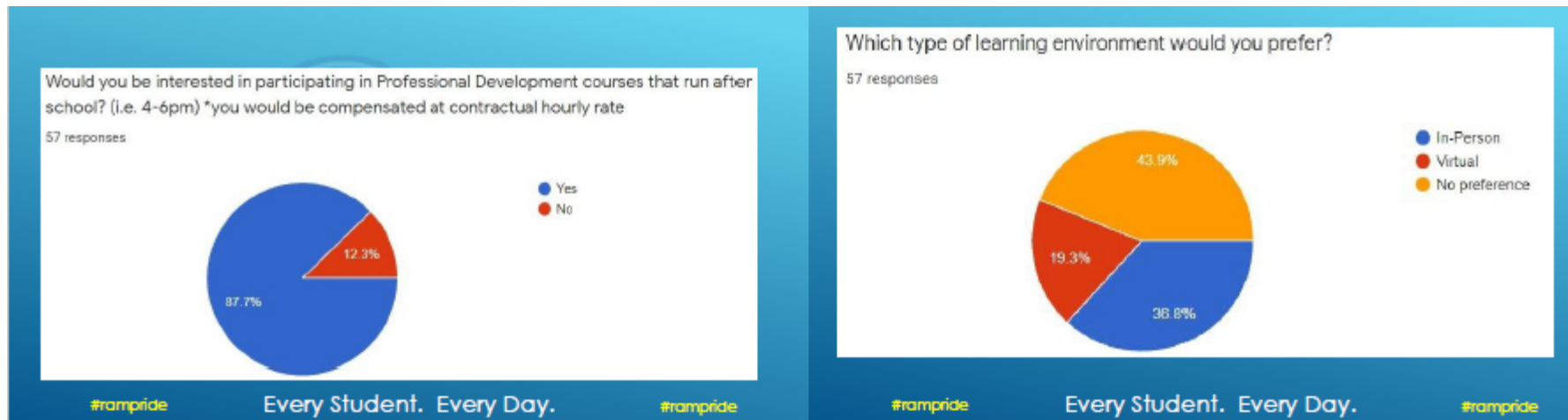
School Violence Prevention, Child Abuse, Children with Autism, Dignity for All Students Act (DASA)

Teachers needing these required courses for a change relating to their certification will be able to find them available through the Greater Southern Tier BOCES website. GST BOCES or other neighboring BOCES offer these courses on a regular basis.

Key information from these training sessions required for certification is reviewed with staff during faculty meetings, weekly notes, and conference day offerings, periodically or whenever needed.

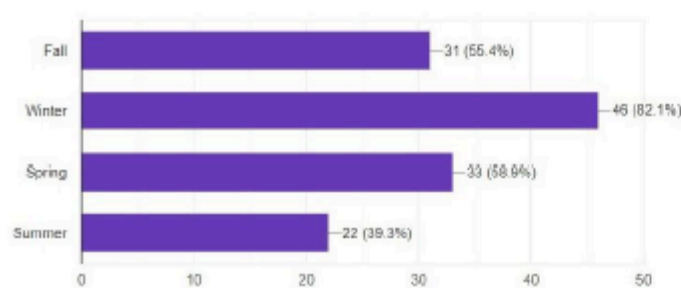
APPENDIX A - Inservice Survey Data

57 responses out of a possible 190 Teachers and Teaching Assistants.



What is the best time of year for you to participate in In-service course offerings? (check all that apply)

56 responses



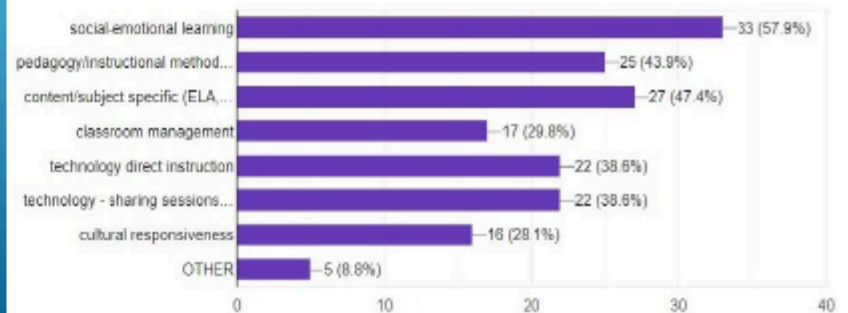
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What types of courses interest you? (check all that apply)

57 responses



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"OTHER" or "technology direct instruction"

I am interested in at least partially flipping my classroom. So I would like PL around creating/editing videos and creating other engaging technology lessons students can engage with at home for content learning.

Teacher Web pages- compatible with Google Sulte; Google Sulte; Creating on-line forms (such as this) and how to compile/work with feedback; GMAIL & tips for use (I feel like I'm missing information because of the formatting); Triumph Boards "the basics and beyond"; yoga, calligraphy 200, cricket cutting

Anything we would need in case we go virtual.

Using and creating quizzes with Kami

Google Classroom or just Google options in general

Specifically running training for TCIS

Google docs, sheets etc.

Working with fibbits or a program that tracks student's participation would be great. It could start as extra credit or just for one unit. It would be nice to have students see their results to help in their understanding of their effort.

courses designed for TA's

More training on how to use google and the technology the school uses with the students

My technology skills are limited. I would like to participate in technology-based instruction courses; ideas for using technology in an engagement tool in instruction; ways to implement tech into my homework (practice work-not new materials).

Professional development specifically for topics on counselling.

Something pre-k related.

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What topic could you TEACH an in-service course?

I can lead a variety of topics including Mindfulness, Cultural Responsiveness (name provided)

early childhood courses (???)

Therapeutic Crisis Intervention for Schools (TCIS) (???)

most anything related to reading instruction- especially in primary grades. Also I have good knowledge in regards to our new Fountas and Pinnell reading program and benchmark system. (name provided)

Flipped Classroom, EdPuzzle, Project Based Learning, Differentiation (name provided)

Assessment, SEL, Standards, Tech (Google Classroom as portfolio, Smart Music, Nearpod, Bitmoji Class Creation) (name provided)

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APPENDIX B - Critical Skills

College, Career, and Civic Readiness

- ❖ All students graduating from Haverling will demonstrate proficiency of critical skills. These skills are essential to each student's desired success beyond high school. Critical skills will be identified and incorporated into curriculum planning, with a focus on the development of interdisciplinary projects, by 2020.

- ❖ **The Critical Skills include:**

Critical Thinking (problem solving)

Creativity

Collaboration

Communication

Resilience (flexibility)

Wellness (physical/mental/emotional)

Professionalism

Efficiency (time management)

Social Skills

Literacy (Informational/Media/Technology/Financial)

APPENDIX C - New York State Professional Development Standards

The Ten Standards for High Quality Professional Development

Link to full document: <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 skill 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 children's education.
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.

APPENDIX D - Professional Goal Forms

PROFESSIONAL GOALS - TEACHERS

**BATH CENTRAL SCHOOL
PROFESSIONAL GOALS
20__ - 20__**

Teacher _____ Bldg _____ Position _____ Date of Hire: _____

Please consider 3-5 professional goals for the upcoming school year

GOALS	ACTION PLAN <i>What steps will you take to reach the goal?</i>	PROGRESS INDICATORS <i>What evidence will you provide that you have reached the goal or made progress toward the goal?</i>	RESULTS/REFLECTIONS <i>What was the result of your work? (filled out at the end of the year)</i>
From 8 Areas:			
District Desired Outcomes Focus:			
From 8 Areas OR Personal:			

Potential Areas for Professional Goals - Teachers

Assessment: Teachers should have many assessment strategies which they use to shape their instructional decisions and encourage students to take responsibility for their own learning.

Content: Teachers know the subjects they teach and how to teach those subjects so that students learn the content.

Curriculum: The attainment of the standards is impacted by the teacher's knowledge, management and delivery of a substantive curriculum.

Learning Theory: Teachers think systematically about their practice and learn from experience. Teachers demonstrate the necessary pedagogical practice to support instruction.

Instruction: Teachers are responsible for managing and monitoring student learning. Sound instructional practices result in student achievement.

Leadership: Teachers are members of learning communities and collaborate with others.

Learning Environment: Teachers create and maintain a learning environment where all can choose to be successful.

Technology: Technology provides a means of accessing, analyzing, synthesizing, applying and communicating information to enhance teaching and learning.

PROFESSIONAL GOALS - TEACHING ASSISTANTS

BATH CENTRAL SCHOOL
PROFESSIONAL GOALS
20__ - 20__

Teaching Assistant _____ Bldg _____ Position _____ Date of Hire: _____

Please consider 3 professional goals for the upcoming school year

GOALS	ACTION PLAN <i>What steps will you take to reach the goal?</i>	RESULTS/REFLECTIONS <i>What was the result of your work? (filled out at the end of the year)</i>

Suggestions for Professional Goals - Teaching Assistants

Please base your goals on your current assignments and how they connect with your professional growth around education.

If you are looking for ideas, below you will find a few suggestions .

GOALS :

- that involve your activity and how teachers can use you in the classroom**
 - dealing with new content areas or new curriculum**
 - around modifications and testing accommodations**
 - using new technology or trying new technology**
- that are personal but may connect with the educational environment**
- around your role and involvement in extracurricular activities and events**
 - that involve the IEP**
 - that are specific to certain students or groups**

APPENDIX E - Mentoring Plan

Bath Central School District

Professional Mentoring Plan

2024-2026



Approved by the Board of Education - July 2024

PURPOSE

The Bath Central School District believes that teaching is a continual process and educators are lifelong learners. Bath CSD is committed to supporting professional growth for all staff and has established an extensive staff development program to support all of its participants in both instructional issues and technology.

As part of their commitment to Professional Learning, the Bath Central School, in collaboration with the Haverling Teachers' Association, provides up to a four year personalized Mentoring Program for new professional staff. The goal of this cooperative venue is to support new educators to our district and to help provide them with the knowledge, skills, and support needed to be successful. This program also helps to integrate beginning participants into the social culture of the school, the school district and the community.

In order to help prepare and retain quality participants, the Bath Central School seeks to establish a Mentoring Program, which will:

- Provide quality collaborative time with well-trained & experienced mentors to receive support in a non-judgmental environment.
- Provide clear and reasonable expectations.
- Differentiate the level of support and learning opportunities based on each educator's assignment, experience, grade level and need for support.
- Encourage professionalism and practice aligned with New York State standards for teaching and learning.

PROGRAM PARTICIPANTS

In compliance with New York State Regulations of the Commissioner of Education, it is an expectation of the Bath Central School District that all new professional staff hired will participate in the Professional Mentoring Program. This information is communicated to new participants when hired and materials and orientation schedules are provided at that time.

Participants in the Mentoring Program include those who are required to hold New York State certifications and/or licenses. This may include but is not limited to teachers, teaching assistants, school social workers, school counselors, school psychologists, administrators, and other professional service providers as designated by the Superintendent. In certain instances, the Superintendent or Director of Educational Services (DES), may waive participation in part or all of the Mentoring Program.

From this point forward the focus of this plan is on teachers and administrators new to the Bath Central School District. All other new staff mentioned above - teaching assistants, social workers, counselors, psychologists, and other professional service providers, are provided with similar support, but through slightly different procedures. **See Appendix E for the comparison chart.**

PROGRAM DESCRIPTION

The Professional Mentoring Program is overseen by the Superintendent/DES and facilitated by the Professional Learning Specialist (PLS). The Professional Learning Specialist is a current teacher appointed by the Board of Education to an HTA stipend position that acts as a resource for the mentors of new professional staff.

In addition to the Professional Learning Specialist, a Professional Learning Trainer (PLT) is part of the Professional Mentoring program. The Professional Learning Trainer is Board Appointed to an HTA stipend position which supports the Professional Learning Specialist by assisting with key tasks listed below. At the discretion of the Superintendent, the Staff Development Trainer will assist with all aspects of the program. The PLS and PLT are under the direction of the Superintendent/DES.

SPECIALIST'S RESPONSIBILITIES

Plan, organize, and facilitate a one day Summer Orientation Session.

- Provide training for the mentors - one full day in the summer and another half day in the spring.
- Link each Mentee to the appropriate Mentor through collaboration with the building principal and/or DES.
- Be available during the school year to assist mentors with questions and concerns.
- Provide reference material and professional learning resources during the school year.
- Facilitate five focus/discussion group sessions during the school year which will occur during the school day.
- Provide one on one support, instruction, and collaboration for all non-tenured staff when requested by the staff member or building principal.
- Provide 2 after school Professional Learning Sessions - (separate from those provided by the Trainer) one in the fall and one in the spring on topics related to areas identified by the administrative team. New staff will be encouraged to attend, with the sessions open to all instructional staff.
- Provide instructional support for tenured staff as needs are identified.
- Maintain confidentiality and professionalism
- Maintain records on the Mentoring Program including names of beginning participants, types of mentoring activities, pairings of Mentor-Mentee, and a year-end collective report on number of mentoring hours each Mentee received
- Collection and organization of quarterly reports from Mentor & Mentee.

TRAINER'S RESPONSIBILITIES

As delegated by the PLS:

- Plan, organize, and facilitate a one day Summer Orientation Session.
- Provide training for the mentors - one full day in the summer and another half day in the spring.
- Link each Mentee to the appropriate Mentor through collaboration with the building principal and/or DES.
- Be available during the school year to assist mentors with questions and concerns.

- Provide reference material and professional learning documents during the school year.
- Facilitate five focus group/discussion group sessions during the school year which will occur during the school day.
- Provide one on one support and collaboration for all non-tenured staff when requested by the staff member or building principal.
- Provide 2 after school Professional Learning Sessions (separate from those provided by the Specialist) - one in the fall and one in the spring on topics related to areas identified by the administrative team. New staff will be encouraged to attend, with the sessions open to all instructional staff.
- Provide instructional support for tenured staff as needs are identified.
- Collection and organization of quarterly reports from Mentor & Mentee.
- Maintain confidentiality and professionalism

SUPERINTENDENT’S / D.E.S.’S RESPONSIBILITIES

- Ensure that the District meets all federal, state and District policies concerning the mentoring of all professional staff
- Provide guidance to the Professional Learning Specialist and Trainer in the planning of curriculum and activities for the program
- Collaborate with the Specialist and Trainer to facilitate workshops and focus sessions
- Assure each untenured staff member is observed at least twice each year during the non-tenured years
- Support the development of and implementation of improvement plans for all staff in conjunction with the building principal
- Maintain the District’s records of staff retention rate
- Oversee budget for staff development including Professional Mentoring Program
- Maintain Mentor Program Quarterly Reports received from Specialist and Trainer for District records
- Oversee the implementation of the Portfolio Evaluation Review by building principals.
- Activate the Mentoring Program Advisory committee to discuss unforeseen scenarios during the school year and to evaluate the program’s effectiveness annually.

MENTEE’S RESPONSIBILITIES

- Take responsibility for meeting all NYS certification requirements
- Be willing to ask questions and seek help when needed
- Be open to suggestions and feedback
- Self-evaluate agreed upon lessons and share with Mentor
- Attend the summer orientation for new staff
- Participate in focus sessions set for new staff
- Maintain individual record of activities and number of hours involved with mentoring activities (including Focus Sessions, Mentor sessions, and classroom visitations)

- Maintain professional confidentiality of both written and spoken communications
- Participate in observations of master educators and reflect on that experience
- Make a commitment to the Mentoring Program and utilize the resources that the program offers
- ***If required,*** understand the components required of the Professional Performance Portfolio as outlined in New York State Regulations and the Bath Central School District Annual Professional Performance Review Plan. Accumulate these components electronically using Frontline and other electronic files.

MENTOR SELECTION

Each new staff member is matched one-on-one to a Mentor. The Bath District and the Haverling Teachers Association (HTA) work in unison to encourage quality educators to take on the role of being a mentor. Although all are encouraged to apply, mentors will be selected based on the following criteria:

- A. Tenured staff member
- B. Same certification area & grade level (or as close as possible)
- C. Active member within department or grade level
- D. Positive outlook on district initiatives/school vision
- E. Growth mindset
- F. Teaching and interpersonal skills
- G. Level of availability

MENTOR'S RESPONSIBILITIES

- Participate in two Professional Learning sessions - one full day in the summer and a half day in the spring.
- Spend up to two full curriculum days prior to the start of school to assist the Mentee in preparing for the responsibilities associated with their assignment:
 - Share specific information with the Mentee related to school and District procedures, guidelines, policies and expectations
 - Link the Mentee to appropriate resources such as District staff, curriculum for grade level/subject area, grading procedures, attendance procedures, and other pertinent record keeping and materials
 - Share teaching strategies and information about instructional processes utilized in the school and district.
 - Provide guidance relating to management, scheduling, planning and organizing
- Observations -
 - Observe the Mentee teaching lessons; share and discuss the lessons in non-evaluative terms.
 - Allow the Mentee to observe your class and discuss strategies utilized
 - Observe master teacher with Mentee and discuss key strategies utilized
- Assist the Mentee with day to day questions that arise
- Assist the Mentee in setting and meeting realistic goals and reevaluating these goals periodically

- Promote self-reflection as a means of evaluation for the Mentee
- Offer support through listening, sharing, and discussions
- Maintain confidentiality and professionalism
- Evaluate the program and facilitate year-end discussion with mentee
- Document a list of general topics addressed with Mentee on a Quarterly Report Form
- Provide Mentor Program feedback

The Mentor training sessions in the summer and spring will provide a repertoire of skills for working non-judgmentally with a colleague, as well as other relevant skills. Mentors new to this role or away from this role for more than two years, will be required to attend this training prior to the first day of students attending.

The duties of the Mentors are above and beyond the regular work day expectations. Therefore, Mentors are compensated through the District's In-Service program at the rate of two hours for each quarter of the school year per mentee during the time in which they are assigned a mentee(s). Additional time during the summer or outside the school day, relating to in-service training or curriculum work will be compensated at the appropriate contractual rate.

CTLE HOURS

Mentors assigned to a new teacher will have the opportunity to earn CTLE hours for the time spent collaborating on instructional techniques, curriculum development, student learning, and pedagogical techniques. A maximum of 30 hours may be earned for documented engagement towards the requirement of 100 hours over a 5 year registration period.

If a teacher is acting as a **mentor for a teacher candidate**, they may earn up to 25 hours of CTLE time towards the requirement of 100 hours over a five year registration period.

PROFESSIONAL MENTORING SCHEDULE

Year One

As previously described, new hires are involved in a formal year-long Professional Mentoring Program. This begins with an orientation for new staff and up to two full days spent working with their mentor prior to the beginning of the school year. In addition, new hires will attend three focus sessions. They are provided with three half days of release time to work with their mentor. They will also have one hour of after school curriculum time monthly to collaborate with their mentor on a variety of topics.

Electronic Portfolio Elements accumulated during year one:

Individualized Professional Learning Plan completed
One written lesson/unit plan
Annual Professional Performance Review - with two observations
Reflection on Observation with Mentor of a Master Teacher

Year Two

In the second year, staff will not automatically be assigned a mentor. However, a new staff member may be assigned a mentor by the building principal, offered a mentor, or may request a mentor. This will depend on the administrator's observation and teacher's confidence and comfort level in their assignment. When a mentor is to be assigned, the principal and DES will outline how this support will look during the upcoming school year.

When both parties agree a mentor is not needed, the 2nd year staff members will follow their Individualized Professional Learning Plan. Assistance and support will be provided by the "Instructional Coach" to 2nd year teachers to ensure good progress is made towards accomplishing their instructional goals.

Instructional Coach's Responsibilities

- will be the second year staff member's department chair, team leader or grade rep.
- meet with the second year staff member by the end of October
- discuss a plan of action based on the staff member's Learning Plan or goals. This could include, but is not limited to, providing resources, co-planning lessons, non-evaluative observations, reflective discussions, co-teaching, or model teaching.
- make sure the support provided is specific to the needs of each second year staff member.

Electronic Portfolio Elements accumulated during year two:

Individualized Professional Learning Plan completed
Annual Professional Performance Review - with two observations
Sample of student assessment instrument
Samples of students work showing growth

Year Three

The Mentoring Program for Year 3 staff is more informally structured to provide support according to individual needs. Through the completion of the Individualized Professional Learning Plan during year #2, the third year teacher will work independently towards their professional goals. The staff member will transition away from the IPLP to the professional goal sheet used by all staff members in the district. If additional support is needed, the principal will discuss possibilities with the DES.

Electronic Portfolio Elements accumulated during year three:

- Professional Goal Sheet
- Annual Professional Performance Review - with two observations

Year Four

The fourth year of the mentoring plan is the most independent and least structured. Individuals are encouraged to be self-directed learners seeking support as needed. If there are any concerns or identified needs, the principal will discuss with the DES to determine the best course of action.

Electronic Portfolio Elements accumulated during year three:

- Professional Goal Sheet
- Annual Professional Performance Review - with two observations

IMPROVEMENT PLANS

For staff needing more structured support and guidance, a formal Improvement Plan (TIP/PIP) is used. This is a very specific plan with measurable outcomes written with a teacher by their supervising Administrator. The Professional Learning Specialist, Professional Learning Trainer, and/or Mentor may be involved to support a teacher in specific areas needing further professional growth.

SPECIAL CIRCUMSTANCES

When an employee within our District moves to a new position, grade level, tenure area and/or building, a special circumstance may arise where a Mentor may be assigned. The need for mentor support may also be needed when a long-term substitute is hired. These circumstances will be decided upon by the building administrator and the instructional staff member; with final approval coming from the Director of Educational Services.

PROFESSIONAL MENTORING PROGRAM EVALUATION

Program evaluation will take place through the use of anonymous surveys completed by the mentors, mentees, PLS, PLT, and administrators. Additionally, the mentor and mentor will discuss a series of questions and provide a unified response to each. The Mentoring Program Advisory committee will evaluate and analyze these responses annually. If adjustments are necessary, proposals will be created for the Professional Learning Council to consider.

In addition, the Director of Educational Services documents and tracks teacher/nurse/counselor retention rates. Consideration is given regarding why professional staff have left the district. Data for the last 14 years is shown in the table below. Updated data is shared with the Mentoring Plan Advisory Committee and Professional Learning Council annually.

YEAR	TEACHERS/ Nurses /Counselors	Earned TENURE	Still in District	% Retention	Position to eliminate long commute	Leaving Education	Family move	CHANGED to different District	Mutual Separation	Position Eliminated	No Tenure	
2008-2009	7	5	5	71.4%				2				
2009-2010	2	2	1	50.0%			1					
2010-2011	6	4	3	50.0%				2	1			
2011-2012	6	5	2	33.3%	1		1	2				
2012-2013	4	4	3	75.0%	1							
2013-2014	8	3	2	25.0%	1			3			2	
2014-2015	7	5	4	57.1%	2						1	
2015-2016	13	13	13	100.0%								
2016-2017	2	2	1	50.0%				1				
2017-2018	15	11	9	60.0%			3	1	2			
2018-2019	2	2	2	100.0%								
2019-2020	6	5	5	83.3%				1				
2020-2021	2	2	2	100.0%								
2021-2022	14	3rd yr	9	64.3%				3	1	1		
2022-2023	15	2nd yr	12	80.0%		1		1			1	
2023-2024	10	1st yr	10	100.0%								
TOTALS - all 16 yrs	119	63	83	69.7%	5	1	5	16	4	1	4	
			adjusted	75.5%	removing - 9 in last three columns							
			2nd adjustment	85.9%	removing - 11 closer to home & family moves & 9 in last two columns							
Last 6 years only	49	9	40	81.6%								
			adjusted	87.0%	removing - 3 from last three columns							
			2nd adjustment	88.9%	removing - 1 + 3 = 4 from columns noted above							

APPENDIX A
Sample of New Employee Form

Bath Central School District – New Employee Form

NAME: _____ **Position:** _____

Date Accepted: _____ **Date of BOE appointment:** _____

Conditions of Hire and continued employment:

1. Attendance at a *one day* Summer Orientation:

DATE: TBD each school year

2. Participation in Mentoring Program:

- Year 1: 2 Summer days with Mentor (as needed)
Individualized Professional Learning Plan (I.P.L.P.)
Three Focus Sessions - 30 minutes during school day
3 half day Collaborative Work Sessions w/ Mentor or colleague
- Year 2: 2 Discussion Sessions - 30 minutes during school day
I.P.L.P. with support from Instructional Coach
- Year 3 & 4: TBD-as needed based on observations and discussions w/
principal

If either of the above conditions are not successfully completed, continued employment in the district will be in jeopardy.

The following documents have been reviewed and received:

- 1. Contract
- 2. Code of Conduct
- 3. Code of Ethics
- 4. AUP
- 5. Salary Agreement
- 6. Staff Handbook
- 7. Student Handbook

I understand the conditions of hire, responsibilities explained, and expectations for staff members employed by the Bath CSD as explained during this meeting and in the documents provided to me.

New Employee

Superintendent (or Designee)

DATE

APPENDIX B
SAMPLE WELCOME LETTER FOR NEW STAFF

Dear _____,

Welcome to the Bath Central School District! Professional staff in our District will meet for Orientation on **Monday, August TBD** as part of the Professional Mentoring Program. This is an opportunity for orientation and professional growth, as well as a time to become acquainted with other new staff members.

The program will begin at **8:00am** in the **Dana Lyon Middle School STEAM Suite**. A part of the orientation schedule will include time with our Business Office Staff. As such, please come prepared with at least two forms of photo identification, your social security card, proof of insurance (if you plan to opt out of the District insurance plan) and NYSUT retirement number (if you already belong to the NYS Retirement System).

Additionally, the day will include hands-on technology sessions to familiarize you with attendance procedures, District email accounts, classroom phone systems, as well as other differentiated time based on individual needs. A welcome from the Haverling Teachers' Association will round out the full day's agenda. A welcome luncheon will be provided by the HTA.

In addition to the unpaid one-day orientation, each new staff member will have the opportunity to work collaboratively with their mentor for two full days of paid work. These professional work days can be determined by the new staff and respective mentor and are meant to focus on the specifics of your grade level/subject area, curriculum, and other building level pieces necessary for a successful start to the school year. Please do not hesitate to contact your respective offices prior to orientation if you wish to get a head start on your classroom.

We hope you are enjoying your summer and look forward to meeting you in August. Please feel free to contact either of us (Brenda cell 607-7684-4342/ Nina cell 607-382-0861) if there is anything we can help you with before orientation.

Sincerely,

Bath CSD Staff Development Specialist

Bath CSD Staff Development Trainer

***** Directions to DLL MS STEAM Suite-** Use **Keller Street** entrance to access parking lot near the tennis courts. Park in designated area and enter either via the main DLL MS door of the school or directly at the MS STEAM Suite doors. The MS STEAM Suite is the area nearest the parking lot with semi-circular windows.

APPENDIX C
SAMPLE LETTER FOR RETURNING STAFF

Dear _____,

Greetings from Bath Central School District!

Bath CSD will hold its Professional Staff Orientation on Monday, August ??, 20?? from ??am-??pm in the ??????????. Since you are a current staff member and have previously attended orientation, *your attendance for orientation has been waived*. However, you are invited to attend any and all portions you choose.

Topics covered during orientation will include hands-on technology sessions centered on attendance procedures, District email accounts, classroom phone systems, as well as District and building specific technology initiatives, and a welcome from the Haverling Teachers' Association.

As you transition to your new position, the District would like to extend you the opportunity to work individually with a mentor for two full paid days this summer. These work days can be determined by you and your mentor. The purpose of these collaborative professional work days is to focus on the specifics of your grade level/subject area, curriculum, and other pieces necessary for a successful start to the school year.

Please feel free to contact either of us (???? cell 607-???-????/ ???? cell 607-???-????) or ???????? at ??????? if you have any questions.

Sincerely,

Staff Development Specialist

Staff Development Trainer

APPENDIX D
MASTER TEACHER OBSERVATION REFLECTION GUIDE



MASTER TEACHER OBSERVATION GUIDE

Your Name: _____ Teacher Observing: _____

Date: _____ Grade Level: _____ Subject: _____

✓ LEARNING OBJECTIVE for lesson:

✓ BEHAVIOR the students will do to demonstrate learning:

✓ Today my focus is on:

- ___ Management Procedures and Techniques
- ___ Engaging Students in Learning
- ___ Use of Questioning and Discussion Techniques
- ___ Closure (Students Demonstration of Learning Goal)
- ___ Organization of Student Groups
- ___ Other: _____

✓ Notes from my observation:

✓ How this might affect my instructional practices:

APPENDIX E

YEAR #1

	TEACHERS	TEACHING ASSISTANTS	All Others - Admin, counselors, SWs, etc.
Summer Orientation (1 day unpaid)	X	X	X
Mentor	1 to 1	up to 2 to 1	1 to 1
SUMMER DAYS	2 days with Mentor (12 hours)	1 day with teacher of assigned classroom or mentor (6 hours)	1 day with Mentor or time during scheduled work day
School Year Release Time	3 half days with Mentor or colleague	None	None
3 Focus Sessions	X	X	X - as applicable
After School Curriculum Work	5 hours per semester	4 hours total with mentor for year	None
Individualized Professional Learning Plan (IPLP)	X	N/A - professional goal sheet only	N/A - professional goal sheet only
EOY Survey	X	X	X

YEAR #2

	TEACHERS	TEACHING ASSISTANTS	All Others - Admin, counselors, SWs, etc.
Mentor	1 to 1 (only if needed)	N/A	N/A
2 Professional Discussion Sessions	X	X	X
School Year Release Time	request submitted by T to principal with specific purpose & focus	request submitted by TA to principal with specific purpose & focus	N/A
Individualized Professional Learning Plan (IPLP)	X - unless Professional Cert.	X	X
EOY Survey	X	X	X

YEAR #3 & #4

	TEACHERS	TEACHING ASSISTANTS	All Others - Admin, counselors, SWs, etc.
Mentor	1 to 1 (only if needed)	N/A	N/A
Professional Goal Sheet	X	X	X
EOY Survey	X - if applicable	X - if applicable	X - if applicable