

SANDY CREEK CENTRAL SCHOOL DISTRICT



Professional Development and Teacher Mentor Plan

2026–2031



Comet Pride

IS COMMUNITY WIDE



Collaborate



Inspire



Empower



Achieve

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MISSION, VISION, & INTRODUCTION



MISSION STATEMENT

The mission of the Sandy Creek Central School District is to provide all students the knowledge and skills necessary to be self-directed, life-long learners by providing the highest quality education in partnership with parents, staff, and community.

VISION

The Sandy Creek Central School District will prepare students to become contributing members of their local community and global society.

INTRODUCTION

The Sandy Creek Central School District's Professional Development Plan embodies a clear vision for adult learning that is collaborative, continuous, and seamlessly integrated into daily instructional practice — all centered on advancing student growth and achievement. Building upon the district's existing successes, this plan aims to deepen our professional learning culture by providing a robust framework that empowers every educator to enrich and refine their practice.

Our professional development approach ensures alignment and coherence across grade levels, fosters sustained and ongoing learning, and promotes effective instructional methods grounded in best practices. At Sandy Creek Central, professional development is not a one-time event but an ongoing, dynamic process focused on sustainable improvements in both student outcomes and teaching practices.

This commitment requires a data-informed cycle of reflection and action: evaluating student performance, engaging in teacher self-reflection, collaboratively exploring new strategies, implementing innovations, and continuously assessing results. We recognize that meaningful growth happens best through collaboration. Therefore, the district actively cultivates collaborative learning communities that prioritize shared learning, collective responsibility, and a commitment to results.

To support this, we leverage the expertise of department leaders, teacher leaders, and BOCES instructional support professionals, creating embedded, on-the-job learning opportunities for staff. District administration also supports the strategic use of common planning time, providing educators with regular opportunities to engage in professional development alongside consultants, principals, and instructional support professionals, as well as to collaborate and share best practices with colleagues.

MISSION, VISION, & INTRODUCTION



Furthermore, the Director of Curriculum, Instruction, & Data is responsible for coordinating, training, and monitoring mentors and new teacher partners. These differentiated professional development opportunities are intentionally aligned with Professional Development Standards, district initiatives, and the diverse needs of our students.

At Sandy Creek Central, we are dedicated to ensuring that every educator possesses the highest level of skills, content knowledge, and instructional preparation. As the demands of 21st-century learners evolve, our professional development programs emphasize innovation, progressive strategies, and cutting-edge instruction. Guided by the New York State Portrait of a Graduate, adopted in July 2025, our work focuses on cultivating the six essential competencies in students: empathy, critical thinking, communication, collaboration, adaptability, and lifelong learning. These competencies serve as a compass, influencing the quality and direction of our professional learning initiatives.

PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE



The following is a plan that has been generated to address the professional development needs of the Sandy Creek Central School District. It has been developed to support the learning needs of students within the district, the related professional needs of the instructional staff, and the guidelines established by the NYS Commissioner of Education regarding mandated professional development requirements.

A Professional Development Plan (PDP) Committee is part of the responsibilities that fall under the Comprehensive District Education Plan (CDEP) Committee as well as the Standards-based Educator Evaluation and Professional Supports (STEPS) Committee. The members of the two committees represented an appropriate range of perspectives and responsibilities relative to professional development within the district. Members of these committees include:

Name	Title	Committee Representing
Kevin Seymour	Superintendent	CDEP & STEPS
Cora Harvey	Business Administrator	CDEP
Lauren Platt	Elementary School Principal	CDEP & STEPS
Tonya Trudell	Middle School / High School Principal	CDEP & STEPS
James Hunt	Assistant Principal / Athletic Director / Physical Education & Health Department Coordinator	CDEP
Jessica Blair	Director Curriculum, Instruction, & Data	CDEP & STEPS
Christopher Grieco	Director of Technology	CDEP
John Shelmidine	Board of Education President	CDEP
Kevin Halsey	Community Representative / Board of Education Member	CDEP
Andrea Harris	Parent / Board of Education Member	CDEP
Michele Warner	Community Representative / Board of Education Member	CDEP
Rachel Allen	Library Media Specialist	CDEP
Holley Bradshaw	Elementary Teacher	STEPS

PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE



Name	Title	Committee Representing
Julie Delpapa	Elementary Teacher	STEPS
Jennifer Gestwick	Reading Specialist	CDEP
Kelly Halko	Science Teacher	STEPS
Megan Henry	Music Teacher	STEPS
Jackie Hobbs	Music Teacher	STEPS
Christina Hunt	English Department Coordinator / Teacher	CDEP
Alyssa Kujawa	Elementary Teacher	STEPS
Lacey Marriott	School Counselor	CDEP
Ted Krenrich	Science Department Coordinator / Teacher	CDEP
Kim Manfredi	Chair of Special Education	CDEP
Sara McNitt	Math Department Coordinator / Teacher	CDEP
Karen Miller	World Language Teacher	CDEP & STEPS
Brandie Norton	Elementary Teacher	CDEP
Sarah Orr	Math Specialist / SCTA President	CDEP & STEPS
Scott Parish	Special Area Department Coordinator / Technology Teacher	CDEP
Anthony Stewart	Physical Education Teacher	STEPS
Christina Weaver	Art Teacher	STEPS
Caitlin White	Social Studies Department Coordinator / Teacher	CDEP
Jodi Whitney	English Teacher	STEPS

This PDP is intended to be a fluid document, one that is in a constant state of renewal based on the shifting needs of students and teachers. The plan addresses the professional development needs of all staff members holding permanent certifications, along with those teachers holding professional certificates that are required to amass CTLE hours over a 5 year period.

NEW YORK STATE PROFESSIONAL DEVELOPMENT STANDARDS



The SCCS Professional Development Plan will empower every teacher, administrator, and staff member to develop the knowledge, skills, and behaviors required to create learning environments that enable all students to demonstrate high levels of achievement. The plan will engage each educator in a collegial and collaborative dialogue with other professionals to enhance student learning toward the mastery of the New York State Learning Standards and create a supportive and effective learning environment. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. These standards provide guidance for achieving high professional development planning, design, delivery, and assessment, and should serve as a foundation for all professional development in our schools.

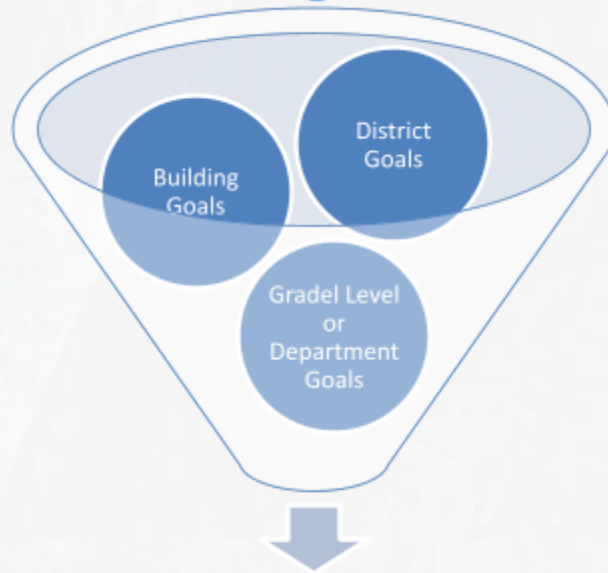
- ❖ **Standard 1: Designing Professional Development**
Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- ❖ **Standard 2: 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.
- ❖ **Standard 3: Research-Based Professional Learning**
Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- ❖ **Standard 4: Collaboration**
Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
- ❖ **Standard 5: Diverse Learning**
Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- ❖ **Standard 6: Student Learning Environments**
Professional development ensures that educators are able to create a safe, secure, supportive, and equitable learning environment for all students.

NEW YORK STATE PROFESSIONAL DEVELOPMENT STANDARDS



- ❖ **Standard 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.
- ❖ **Standard 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.
- ❖ **Standard 9: Technology**
Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- ❖ **Standard 10: Evaluation**
Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

PROFESSIONAL DEVELOPMENT PLANNING MODEL



STAFF DEVELOPMENT



Individually Guided Staff Development Model

Staff members plan and pursue activities that they believe will promote their own learning.

Observation / Evaluation Model

Providing staff with objective data and feedback regarding their performance.

Development / Improvement Process Model

Engages staff in developing curriculum, designing programs or engaging in a school improvement process.

Training Model

Involves staff in acquiring knowledge or skills through appropriate individual or group instruction.

Inquiry Model

Staff members identify area of interest, collect data and make changes in their instruction, decision-making and interaction with students.

NEEDS ASSESSMENT



The Professional Development and Mentoring Plan of the Sandy Creek Central School District reflects the mission and needs of the district. The needs of the district will continue to be identified through analysis of multiple sources of quantitative and qualitative data. The members of the CDEP Committee will review data annually from the following sources to identify the basis of our needs:

- ❖ BEDS Data
- ❖ Graduation Rates
- ❖ School Report Card
- ❖ SIRS Reports (Accountability and Student Assessment Results)
- ❖ State Benchmarks for Student Performance
- ❖ Student Attendance Rates
- ❖ Student Performance on State Assessments (3-8 and Regents) and Nationally-Normed Benchmark Assessments

PROFESSIONAL DEVELOPMENT & CTLE OPPORTUNITIES



NYSED REQUIREMENTS

The Sandy Creek Central School District's Professional Development Plan will comply with CR 100.2 (dd) as evidenced by:

NYSED Descriptor	Reference
All new teachers will participate in a mentoring program.	SCCS Professional Development and Mentoring Plan
All teachers will be provided with opportunities to complete 100 hours of professional development every five years. Commencing with the 2016-17 school year, holders of professional certificates must complete 20 hours of Continuing Teacher and Leadership Education (CTLE) each year, and/or 100 hours for each five-year registration period.	SCCS Professional Development and Mentoring Plan
Teaching assistants and long-term substitutes participate in professional development activities.	SCCS Professional Development and Mentoring Plan
Teachers will be expected to participate in at least 20 hours of professional development activities in each school year(s) addressed by the plan.	SCCS Professional Development and Mentoring Plan
Teachers will be provided professional development opportunities directly related to student learning needs as identified in the Comprehensive District Education Plan (CDEP).	SCCS Professional Development and Mentoring Plan & CDEP
All staff will be provided with training in the following: • Violence Prevention and Intervention • Right-to-Know • Bloodborne Pathogens • Sexual Harassment • Other job-specific, health and safety-related issues, as mandated by S.A.V.E. legislation and the New York State Education Department	SCCS District Safety Plan

PROFESSIONAL DEVELOPMENT & CTLE OPPORTUNITIES



NYSED Descriptor	Reference
All professional and supplementary school staff who work with students with disabilities will be provided with professional development directly related to their teaching responsibilities.	SCCS Professional Development and Mentoring Plan & Board Policy
Teachers possessing a professional certificate in the area of English to Speakers of Other Languages (ESOL) will be provided with a minimum of 50% of their CTLE hours in language acquisition aligned with the core content area of instruction taught.	SCCS Professional Development and Mentoring Plan & SCCS CR Part 154 Comprehensive Plan for the ELLs

PROFESSIONAL DEVELOPMENT OPPORTUNITIES & REQUIREMENTS

The Sandy Creek Central School District provides all teachers substantial professional development opportunities directly related to student learning needs as determined by the district.

Commencing with the 2026-27 school year, holders of professional certificates must complete 20 hours of Continuing Teacher and Leadership Education (CTLE) each year, and/or 100 hours for each five-year registration period. Teachers will be responsible for recording, accumulating, and demonstrating in *Frontline Professional Growth* their CTLE hours and discussing with administrators at annual consultations. Professional development opportunities are aligned with the Next Generation Learning Standards and assessments; NY Inspires; student needs, including but not limited to linguistic, cultural diversity and special needs; and teacher capacities. The District strives to ensure that professional development is articulated across all grade levels, continuous, sustained and that the methods and approaches for delivering professional development are effective. The details of the plan include evidence of progress to measure the impact of professional development on student achievement and teacher practice.

PROFESSIONAL DEVELOPMENT & CTLE OPPORTUNITIES



PROFESSIONAL DEVELOPMENT OPPORTUNITIES & REQUIREMENTS (continued)

Educators must take continuing teacher and leader education (CTLE) from a CTLE sponsor approved by the NYS Education Department. The list of approved CTLE sponsors is available via this link: [online](http://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html). Professional development or professional learning not designated as CTLE by an approved CTLE sponsor does not count towards the required CTLE clock hours. Any districts (or BOCES) that are approved CTLE sponsors must issue CTLE certificates of completion for CTLE clock hours and maintain records of the CTLE awarded. For more information, please go to:

<http://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html>

Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teacher and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- *Content area(s)* to the certificate(s) held, and/or
- *Pedagogy*, and
- *Language Acquisition* addressing the needs of English language learners

Whereas Sandy Creek Central School District has less than 5% ELL students enrolled, the District is exempt from the requirement to complete CTLE in language acquisition.

The list of NYSED-approved CTLE Sponsors can be found at this [link](#).

The hours that may be included as evidence of participation are as follows:

Professional Development	Hours
Staff Development Days (4)	24
Staff Development Half Days (2)	6
Department Meetings (with PD included)	2-10
Faculty Meetings (with PD included)	2-10

PROFESSIONAL DEVELOPMENT & CTLE OPPORTUNITIES



Professional Development	Hours
Grade-Level Meetings (with PD included)	2-10
New Teacher Sessions (Year 1 Teachers)	6-20
Other: • Undergraduate courses • Graduate courses • CNY/OC Teacher Center courses • In-service courses • District/School-Based committees • Conferences/Workshops • Pre- and Post-Observation meetings • Peer observations • On-going coaching or expert support • Mentor/Mentee meetings • Student assistance teams • Professional learning groups • Data meetings • Study groups • Participation in professional organizations	5-30

PROFESSIONAL LEARNING GUIDELINES

Clock hours must be formally documented in Frontline Professional Growth and pre-approved by administration.

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities.

- Groups of teachers collaborating in such activities as: examining samples of student work; problem-solving approaches to addressing student learning obstacles; and participating in a book study.
- Mentoring programs (as mentor or mentee). *May earn up to 30 hours as a mentor per 5-year registration period.*
- Curriculum planning and development scheduled by the District. *(lesson planning is considered part of routine employment activities)*
- Pre- and Post-Observation meetings and Professional Portfolio meetings with Principal.

PROFESSIONAL DEVELOPMENT & CTLE OPPORTUNITIES



PROFESSIONAL LEARNING GUIDELINES (continued)

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities. (continued)

- National Board Certification activity (either as candidate or provider of support)
- Participation in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes. *Must be scheduled by the District or Principal.*
- Developing or collaborating on the development of new programs and/or instructional methods.

Teacher Leadership

- NYSTCE test development committee member
- Delivering professional development (ie. conducting workshops), developing and presenting a workshop at a district, state, or national conference. *May include up to two hours of preparation per hour of presentation.*
- Development of statewide or countywide curriculum or assessments
- Service as a cooperating teacher for a student teacher. *Up to 25 hours per 5-year registration period.*
- Service on the State Professional Standards and Practices committee(s)
- Attendance at Professional Organization Meetings and Conferences

Credit-Bearing Courses, approved by the Superintendent for salary credit. *You must pass the course. Able to count 15 clock hours per credit hour.*

- Courses and other learning opportunities delivered by providers such as institutions of higher education, teacher centers, BOCES, school districts, and independent professional development service providers.
- Coursework is linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.
- Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirements for extension to certification.

Other Educational Service

- Serving on district or building-level shared decision-making / planning committees.
- Staff Development Days

PROFESSIONAL DEVELOPMENT & CTLE OPPORTUNITIES



CTLE RECORD KEEPING & DOCUMENTATION REQUIREMENTS

Additional information:

<http://www.highered.nysed.gov/tcert/resteachers/ctle-record-doc.html>

Educators must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

Educators must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE.

PROVISION FOR TEACHERS CERTIFIED IN ENGLISH LANGUAGE LEARNER (ELL) EDUCATION

Teachers possessing a professional certificate in the certificate title of English to Speakers of Other Languages (all grades), under section 80-4.3 of the Commissioner's Regulations, must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The Sandy Creek Central School District currently has one teacher providing ELL instruction for our limited population of ELL students. This teacher will be provided with opportunities to acquire at least 10 hours of professional development each year through the Regional Bilingual Education Resource Network (R-BERN), BOCES networking and learning opportunities, professional organizations, and the NYSED ENL Briefs.

DISTRICT PROFESSIONAL DEVELOPMENT PRIORITIES



PRIORITY #1



Enhance instructional practices through evidence-based strategies

- Provide ongoing training for teachers on research-based instructional methods, including differentiated instruction, formative assessment, and student engagement techniques.
- Focus on meeting the needs of all students through curriculum, instruction, and assessment.

PRIORITY #2



Foster collaborative learning opportunities for all instructional staff

- Establish and support collaborative learning communities focused on analyzing student data, sharing best practices, and collaboratively planning instruction.
- Encourage regular meetings and reflection to continuously improve teaching practices and student outcomes.

PRIORITY #3



Develop instructional opportunities grounded in 21st century learning theories and practices

- Provide professional development that deepens educators' understanding of the competencies included in the NYS Portrait of a Graduate.
- Support teachers in designing and implementing learning experiences that integrate these skills with content knowledge, inquiry-based approaches, and real-world problem solving.
- Promote the use of reflective practices and student-centered pedagogies that prepare learners for success in a rapidly changing global society.

PRIORITY #4



Enhance social-emotional learning competencies to support whole-child development

- Provide training for educators on social-emotional learning frameworks, strategies, and classroom practices that foster self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- Integrate SEL into daily instruction and school culture to create safe, supportive, and inclusive learning environments that promote student well-being and resilience.
- Equip staff with tools to recognize and respond to students' social and emotional needs, supporting positive behavior and academic success.
- Encourage collaboration among educators, families, and community partners to reinforce SEL competencies beyond the classroom.

OVERVIEW OF PROFESSIONAL DEVELOPMENT ACTIVITIES



Sandy Creek Central School District is home to a diverse instructional staff, with a significant number of educators who have less than 10 years of experience, alongside an even larger group with more than 20 years of service who may be approaching retirement. In response to this demographic shift, the district will prioritize professional development that emphasizes strong, evidence-based instructional practices and robust student social-emotional support to ensure continued excellence in teaching and learning.

Essential Questions for 2026 - 2031		
Areas of Focus for Professional Development	Essential Questions	Supporting Structures
Instructional Practices	How can we design and deliver professional learning experiences that build educators' capacity to implement effective, evidence-based instructional strategies tailored to diverse student needs?	Staff Development Days Faculty Meetings Study Groups
	How can we effectively support and empower all educators to implement evidence-based instructional strategies that enhance student engagement, learning outcomes, and social-emotional growth?	Staff Development Days Faculty Meetings Grade-Level Meetings Department Meetings
Social-Emotional Learning	Why is social-emotional learning important for our students and how do we incorporate this into the classroom?	Staff Development Days Faculty Meetings Grade-Level Meetings Department Meetings In-Service PD
	How do we understand and recognize emotional distress or dysregulation?	Staff Development Days Faculty Meetings Grade-Level Meetings Department Meetings In-Service PD

OVERVIEW OF PROFESSIONAL DEVELOPMENT ACTIVITIES



Essential Questions for 2026 - 2031		
Areas of Focus for Professional Development	Essential Questions	Supporting Structures
Standards	How can we collaboratively identify and prioritize the most critical standards to ensure aligned, focused instruction that maximizes student learning and mastery?	Staff Development Days In-Service PD Grade-Level Meetings Study Groups
	How can we prioritize and organize our curriculum to ensure it is coherent, focused on priority standards, and supported by assessments that accurately measure student mastery?	Staff Development Days In-Service PD Grade-Level Meetings Study Groups
Laws & Policies	How can we continuously engage educators in understanding and applying evolving state laws and policies to effectively support student learning, equity, and graduation readiness?	Staff Development Days Faculty Meetings Grade-Level Meetings Department Meetings
	How do we support teacher understanding of the 3012-e evaluation process?	Staff Development Days New Teacher Orientation Mentoring Support
Technology	How can we effectively build educators' skills and confidence to integrate instructional technology in ways that enhance teaching, individualize learning, and improve student outcomes?	Staff Development Days Faculty Meetings Grade-Level Meetings Department Meetings

SCCS MENTORING PLAN



The mentoring program at Sandy Creek Central School District is dedicated to laying a strong foundation for the professional growth of new teachers, guiding them toward instructional excellence. It is designed to enhance teaching quality by supporting educators in delivering meaningful and effective instruction. Additionally, the program helps new teachers become familiar with the distinctive culture of the school, the district's core values, and the close-knit Sandy Creek community. Grounded in adult learning theory and effective induction practices, the program fosters collaborative, trusting mentor-mentee relationships aimed at nurturing instructional growth, developing professional identity, and providing engagement with school culture and community. Throughout their first four years in the district, new teachers will benefit from personalized guidance and consistent support, fully reflecting the program's core beliefs.

CORE BELIEFS

- Mentoring plays a crucial role in fostering teacher success and professional growth.
- Reflective practice empowers educators personally and professionally, enhancing their effectiveness.
- Teacher inquiry, ongoing professional learning, and deepening knowledge are essential elements of strong teacher leadership.
- Providing teachers with opportunities to recognize and value their own expertise strengthens confidence and professional identity.
- A supportive, collaborative community of educators is fundamental to achieving school excellence.
- Continuous teacher development is the foundation for improving student achievement.
- Mentoring helps break down professional isolation and encourages the sharing of ideas through collaborative problem-solving.

MENTORING PROGRAM

First Year Mentoring

- New teachers will receive mentorship from an assigned teacher mentor.
 - Mentor Qualifications
 - Tenure is required
 - Participation is voluntary
 - Commitment to participate for one school year
 - Should teach in a similar content area as the new teacher
 - Recommendations by principal
 - Mentors must respect the integrity of the mentoring program by maintaining a secure, trusting relationship

SCCS MENTORING PLAN



MENTORING PROGRAM (continued)

First Year Mentoring (continued)

- Mentors will meet with their mentee monthly. Mentors and mentees will maintain a log of mentoring activities and meetings using the Mentoring Activity Sheet. Documentation should be submitted quarterly to the Mentoring Program Coordinator.
- Release time may be provided for professional workshops, conferences, and visitations upon approval by administration.

New Teacher Support

- Support may involve in-class modeling of instructional strategies, lesson planning, student management, peer observation, professional learning opportunities, teacher collaboration, assessment guidance, and orientation to school policies and procedures.
- In addition to receiving support from their mentor, support may be provided from administration, department coordinators, instructional coaches, grade-level teachers, and the CiTi BOCES Instructional Support Team.

Program Requirements

- All first-year teachers will attend a one-day, six-hour summer orientation and engage in monthly mentoring activities as planned with their mentor.
- Probationary teachers will receive additional support in Years 2-4 as directed by their building principal. This will include meetings with the building principal to track progress, set goals, and meet the requirements of Education Law 3012-e.

ROLES & RESPONSIBILITIES

Building and District Administration

- Champion mentoring as a priority aligned with professional learning plans.
- Ensure allocation of resources and time for mentoring activities (e.g., release from instructional duties, conference days).
- Facilitate mentor selection, training, and evaluation processes.
- Monitor mentoring program implementation and provide administrative support.
- Encourage a school culture that values collaboration and professional growth.

Mentor

- Serve as role models demonstrating excellence in teaching and leadership.
- Support onboarding, ongoing support, and professional learning for mentees.
- Engage in reflective practice and continuous professional development.
- Maintain confidentiality and foster trusting, inclusive relationships.
- Provide constructive, timely feedback and guide mentees in instructional and professional growth.

SCCS MENTORING PLAN



ROLES & RESPONSIBILITIES (continued)

Mentor (continued)

- Connect mentees to school, district, and community resources.
- Demonstrate Frontline Professional Growth registration.
- Explain discipline referral procedure.
- Arrange observations of master teachers in action.
- Inform on 5 week marking period and attendance procedures.
- Support effective time management and instructional planning, including both long term and short term planning
- Observe mentee lessons.

Mentee

- Actively participate in mentoring activities and show openness to learning and feedback.
- Collaborate with mentors to set goals and reflect on progress.
- Engage in professional learning communities and school culture (ie. school and community events).

Mentoring Program Coordinator

- Oversee program logistics, scheduling, and documentation.
- Coordinate mentor training and development.
- Facilitate onboarding, ongoing support, and professional learning for mentees.
- Plan, coordinate and improve activities.

District Mentoring Committee (CDEP Committee)

- Make suggestions to the PDP committee regarding future PD training (along with determining CTLE definitions/alignment of activities).
- Help focus school-wide initiatives and professional development opportunities.
- Reformulate and update District Mentoring Plan annually.

SCCS MENTORING ACTIVITY LOG

Please use the Google Form below to document monthly mentor meetings.

[SCCS Mentoring Activity Log](#)

SCCS TEACHER SUPPORT PLAN



PURPOSE

The Sandy Creek Central School District teacher support plan is designed to support teacher growth through targeted feedback and professional development aligned with the NYSUT 2014 teacher evaluation rubric and the District STEPS Plan. The goal of the teacher support plan is to enhance instructional effectiveness, student engagement, and/or professional responsibilities.

IDENTIFICATION OF NEEDS

Teachers who receive a Level 1 or 2 overall rating on their teacher evaluation will engage in a formal Teacher Support Plan in coordination with their building principal. Through formal observations, pre- and post-conferences, student achievement data, and feedback from evaluators, the building principal will identify specific rubric components where the teacher requires improvement.

PLAN REQUIREMENTS

- The teacher and principal will collaborate to develop SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) goals tied directly to the rubric components identified for improvement.
- The building principal will identify the professional development available for targeted growth and will collaborate with the teacher for availability and the district administration for approval.
 - This may include collaboration through mentorship and/or coaching.
- Regular meetings will be scheduled with the teacher and principal to evaluate progress and determine additional support and resources necessary.

MONITORING & FEEDBACK

- Formal observations will be conducted in accordance with the District STEPS plan to monitor teacher progress and provide timely, constructive feedback.
- Additional informal observations may be included as a part of the teacher support plan. These will not be evaluative, but rather will increase the opportunities for targeted feedback and recommendations. These informal observations may be completed by a teacher mentor, instructional coach, peer observer, or administrator.

SCCS TEACHER SUPPORT PLAN



EVALUATION OF PROGRESS

At the conclusion of the teacher support plan timeline, the teacher and principal will determine collaboratively whether the teacher has met the improvement goals or if additional steps are necessary.

TEACHER SUPPORT PLAN

[Teacher Support Plan Template](#)