Sandy Creek Central School District

Professional Development and Teacher Mentor Plan 2016-2017

“Comet Pride is Community Wide”
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Professional Development Plan Committee</td>
<td>4</td>
</tr>
<tr>
<td>New York State Professional Development Standards</td>
<td>5</td>
</tr>
<tr>
<td>SCCS Professional Development Planning Model</td>
<td>6</td>
</tr>
<tr>
<td>Professional Development Opportunities</td>
<td>7</td>
</tr>
<tr>
<td>District Consultant/Vendor List</td>
<td>8</td>
</tr>
<tr>
<td>Record-Keeping Requirements</td>
<td>9</td>
</tr>
<tr>
<td>SCCS District-Wide Goals</td>
<td>10</td>
</tr>
<tr>
<td>SCCS Mentoring Plan</td>
<td>12</td>
</tr>
<tr>
<td>Mentoring Activity Sheet</td>
<td>15</td>
</tr>
</tbody>
</table>
INTRODUCTION

An Amendment to the Commissioner’s Regulations effected in September 1999 required all New York State school districts to devise a professional development plan to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development. In January 2009, the New York State Board of Regents adopted statewide standards that outline “high quality professional development”, as defined by No Child Left Behind (2001).

The regulation requires the following:

- By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the district or BOCES.

- A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities and English language learners to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities and English language learners, respectively.

- For plans covering the time period February 2, 2004 and thereafter, there must be a provision for a mentoring program included.

- For Plans covering the beginning July 1, 2016, and thereafter, each school district shall describe in its plan how it will provide those teachers holding a professional certificate (transitional or initial professional certificates) with opportunities to maintain such certificate based upon successfully completing 100 hours of professional development every five years.

- The PDP shall be developed through collaboration with a Professional Development Committee.

- The Board of Education shall appoint the members of the Committee, a majority of which shall be teachers. The Committee shall include the Superintendent or his/her designee; school administrators designated by their collective bargaining association; teachers designated by their association.

- The final determination on the content of the PDP shall be the decision of the Board of Education.

- Each year, the Superintendent shall certify to the Commissioner that the requirements of this regulation have been met and that the District has complied with the PDP applicable to the current school year.
**PDP 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. Its members represented an appropriate range of perspectives and responsibilities relative to professional development within the district. Members of the CDEP Committee include:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyle Faulkner</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Shelley Fitzpatrick</td>
<td>Business Administrator</td>
</tr>
<tr>
<td>Bonnie Finnerty</td>
<td>Elementary School Principal</td>
</tr>
<tr>
<td>Carolyn Shirley</td>
<td>Middle School Principal</td>
</tr>
<tr>
<td>Lou Chistolini</td>
<td>Interim High School Principal</td>
</tr>
<tr>
<td>Teresa Crast</td>
<td>Data Coordinator</td>
</tr>
<tr>
<td>Janice Burns</td>
<td>Pupil Personnel Services</td>
</tr>
<tr>
<td>Amy Howard-McCormack</td>
<td>Reading and Testing Coordinator</td>
</tr>
<tr>
<td>Paul Goulet</td>
<td>Technology Coordinator</td>
</tr>
<tr>
<td>John Shelmidine</td>
<td>Business / Community Member</td>
</tr>
<tr>
<td>Tammy Miller</td>
<td>Board of Education Member</td>
</tr>
<tr>
<td>Tom Artini</td>
<td>MS/HS Band Teacher</td>
</tr>
<tr>
<td>Rachel Allen</td>
<td>Library Services</td>
</tr>
<tr>
<td>Denise Elkin</td>
<td>English Teacher / Department Coordinator</td>
</tr>
<tr>
<td>Jennifer Gestwick</td>
<td>Reading</td>
</tr>
<tr>
<td>Jackie Hobbs</td>
<td>Music Teacher / Special Areas Coordinator</td>
</tr>
<tr>
<td>Ted Krenrich</td>
<td>Science Teacher / Department Coordinator</td>
</tr>
<tr>
<td>Kim Manfredi</td>
<td>Assistant Special Education Coordinator</td>
</tr>
<tr>
<td>Sara McNitt</td>
<td>Math</td>
</tr>
<tr>
<td>Brandie Norton</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Barbara Recchio-Demmin</td>
<td>Oswego County BOCES Representative</td>
</tr>
<tr>
<td>Michelle Shirley</td>
<td>Math Teacher / Department Coordinator</td>
</tr>
<tr>
<td>Tonya Trudell</td>
<td>Social Studies Teacher / Department Coordinator</td>
</tr>
</tbody>
</table>

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 SCCS District Mentor Program reflects the type, scope and intensity of support necessary for beginning staff members.
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 Common Core Learning Standards and create a supportive and effective 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.

- **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.
STAFF DEVELOPMENT

Professional Development Planning Model

- Building Goals
- District Goals
- Grade Level or Department Goals

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.
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The Sandy Creek Central School District encourages its professional staff to participate in learning activities that foster professional learning and professional growth. The purpose of professional development is for staff to engage in meaningful and ongoing activities in a collaborative learning community with the goal of improving instruction and student achievement. The following activities support self-directed learning, the development of pedagogical skills and content knowledge, collegiality and self-reflection: (please note times are minimal estimations)

- Superintendent’s Conference Day (36 hours)
  - (3) Fall Full Days = 18 hours
  - (1) Fall Half Day = 3 hours
  - (1) Spring Full Day = 6 hours
  - (3) Spring Half Days = 9 hours

- Monthly Meeting- Professional Development
  - (10) Building-level meetings (Faculty & Staff) = 1 hour
  - (10) Grade-level meetings = .5 hours (elementary)
  - (10) Grade-level meetings = 1 hour (secondary)
  - (10) Building-level department meetings = 1 hour

- New Teacher Orientation/mentor meetings
  - (1) Fall Orientation Day = 6 hours
  - (10) Mentor Meetings = 1 hours

- CR Part 154 Professional Development Requirement(s)
  - School districts are required to ensure that a prescribed percentage of Professional Development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:
    - SCCS submitted a NYS waiver due to population for the 2016-2017 school year.

- Additional Opportunities
  - In-House:
    - Workshops conducted by members of the faculty
    - Teaching an In-Service Course
    - District/School-Based Committees
    - Articulation meetings (vertical/horizontal alignment)
    - Pre- and Post-Observation meetings
    - In-class demonstration model
    - New Teacher Orientation Program activities

  - Self-Directed:
    - Self-directed learning activities
    - Participation in professional organizations
    - Common planning periods
    - Collaborative Planning

  - Outside District:
    - Workshops and training conducted by consultants hired by the District
    - Workshops and training conducted by the Teacher Center
    - Workshops conducted outside the District, e.g., BOCES
    - University courses
    - NYSUT effective teaching courses
    - State Assessment Training
    - Conferences sponsored by professional organizations
    - Graduate Courses
    - Classroom modeling/ongoing support by expert or consultant
    - Training for staff of special needs students
DISTRICT CONSULTANT/VENDOR LIST:

**Bilingual / ESL**  
Mid-State RBERN  
OCM BOCES  
P. O. Box 4754  
Syracuse, NY 13221  
1-315-433-2600  
www.ocmboces.org/rbern

**Education Laws and Regulations**  
Hogan, Sarzyński, Lynch, DeWind & Gregory, LLP  
P.O. Box 660  
Binghamton, NY 13902-0660  
1-607-797-4839  
www.hsldg.com

**Instructional Practices**  
CNY Oswego County Teacher Center  
4983 Brittonfield Parkway, Suite 203  
East Syracuse, NY 13057  
1-315-299-7060  
www.teachercentercnytc-octc.org

**Instructional & Special Education Practices**  
Jefferson-Lewis County BOCES  
20104 Arsenal Street  
Watertown, NY 13601  
1-315-779-7000  
www.boces.com

**Instructional Practices, Special Education Practices and Model Schools**  
Oswego County BOCES  
179 County Route 64  
Mexico, NY 13114  
1-315-963-4251  
www.citiboces.org

**Instructional Practices, Data Warehouse, Medicaid, State Required Reporting, Assessment/Testing and Special Education Practices**  
Onondaga-Cortland-Madison BOCES  
P. O. Box 4754  
Syracuse, NY 13221  
1-315-433-2600  
www.ocmboces.org

**Interpreting Educational Data**  
Data Analysis Technical Assistance Group  
1971 Western Avenue, #240  
Albany, NY 12203  
1-518-598-2419  
www.datag.org

**The Leader in Me Initiative**  
Franklin Covey Co.  
2200 West Parkway Boulevard  
Salt Lake City, UT 84119  
1-800-707-5191  
www.franklincovey.com

**NYS Required Trainings**  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234  
1-518-474-3852  
www.nysed.gov

**Professional Trainings – School Leaders**  
School Administrators Association of NYS  
8 Airport Park Boulevard  
Latham, NY 12110  
1-518-782-0600  
https://saanys.org

**Professional Trainings – Teachers**  
NYSUT – Central New York Region  
4983 Brittonfield Parkway  
East Syracuse, NY 13057  
1-315-431-4040  
www.regional.nysut.org

**Therapeutic Practice**  
CNY Speech, Language and Hearing Association  
P. O. Box 8053  
Syracuse, NY 13217  
www.cnyslha.org
RECORD-KEEPING REQUIREMENTS

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

These new Registration and CTLE requirements do not apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter.

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over. Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.

The District uses MyLearningPlan, a web-based Professional Development Management System, which provides scheduling, managing, completing, and reporting of all components of the professional development process. All staff are required to use MyLearningPlan for in-district as well as out-of-district professional development opportunities.
## SCCS District-Wide Goals:

### Goal #1: Student Achievement

75% of students in grades 2-8 will reach proficiency on the STAR assessment at the 60th percentile by the end of the school year.

<table>
<thead>
<tr>
<th>Action Step(s)</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the Common Core Learning Standards with fidelity to assist students in meeting the proficiency levels of the STAR assessments.</td>
<td>Principals, all staff</td>
<td>Ongoing with interim monitoring</td>
</tr>
<tr>
<td>Create data driven AIS and intervention groups to address mandatory and at-risk students. Adjust groups as necessary.</td>
<td>Principals</td>
<td>Quarterly Monitoring</td>
</tr>
<tr>
<td>Investigate other means by which AIS can be administered.</td>
<td>Principals, Grades 2-12</td>
<td>Completed June 2016</td>
</tr>
<tr>
<td>Examine research-based comprehensive writing programs K-5.</td>
<td>Grades K-5</td>
<td>Completed April 1, 2016</td>
</tr>
<tr>
<td>Examine data from 2015 NYS ELA assessment and identify areas in need of improvement.</td>
<td>Grades 2-9</td>
<td>Completed August 2015</td>
</tr>
<tr>
<td>Address areas in need of improvement across disciplines and monitor progress through team meetings and student work.</td>
<td>Grades 2-8</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Implement new ELA series that aligns with Common Core Standards.</td>
<td>Principals, Grades 6-12, ELA Teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Continue administration of STAR Reading at beginning, middle and end of the year.</td>
<td>Grade 2-8 Teachers, Elem. Instructional Coaches</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Sustained silent Reading in Library 2x/week during activity period (6-12).</td>
<td>MS &amp; HS Principal, Librarian</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

### Goal #2: Address Individual Student Needs

Implement research-based strategies to best meet the unique needs of all student populations.

<table>
<thead>
<tr>
<th>Action Step(s)</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine means to expand Pre-K program to include all eligible district students.</td>
<td>Elementary Principal</td>
<td>January 30, 2017</td>
</tr>
<tr>
<td>Expand employee understanding and implementation of effective behavior management strategies.</td>
<td>K-6 All Staff, Bus Drivers, Bus Aides</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Enhance home-school connection and communication for all students</td>
<td>District-wide: All Principals, Pre-K – 12 Teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Examine options to expand enrichment opportunities for students scoring at proficient levels on grades 2-5 assessments.</td>
<td>Elementary Principal</td>
<td>June 30, 2017</td>
</tr>
</tbody>
</table>
**Goal #3: College & Career Readiness**  
Emphasize a focus on in-depth college and career planning.

<table>
<thead>
<tr>
<th>Action Step(s)</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop resource bank of college and career readiness strategies. Add at least one new strategy to agenda for discussion at monthly guidance meetings.</td>
<td>MS/HS Guidance Counselors</td>
<td>June 30, 2017</td>
</tr>
<tr>
<td>Implement plan for CPR training as SED graduation requirement.</td>
<td>HS Principal, Guidance Counselors</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Implement “The Leader in Me” initiative.</td>
<td>Elementary and Middle School Principals</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Continue to seek career and college fair opportunities.</td>
<td>MS/HS Principals, Guidance Counselors, Grade 6-12 Teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Implement one college-career experience at Grades 1-12.</td>
<td>All Principals, Guidance Counselors, Grade 1-12 Teachers</td>
<td>June 30, 2017</td>
</tr>
</tbody>
</table>
SCCS MENTORING PLAN

Description:
The Mentoring Program was designed to offer immediate support to new teachers. The mentor-mentee relationship is formative, supportive and non-evaluative. In order to support the development of a trusting and open relationship, the mentor-mentee relationship is confidential. All new teachers to the profession and replacement teachers of one half year or more will be mentored. The goal of the program is to increase new teacher retention rates.

Core Beliefs:
- Mentoring is important to the success of teachers.
- Personal and professional empowerment can result from reflective practice.
- Teacher inquiry, teacher learning and teacher knowledge are vital components of teacher leadership. Teachers need opportunities to develop a sense of appreciation of their own expertise.
- A collegial community of professional teachers is critical to the excellence of a school.
- Teacher development is the key to student success.
- Mentoring allows for the breakdown of isolation and promotes the exchange of ideas through collaborative problem solving.

District Mentoring Committee Representatives:
A sub-committee of the CDEP/PDP Committees consisting of: Thomas Artini, Lou Chistolini, Denise Elkin, Bonnie Finnerty, Brandie Norton, Carolyn Shirley and Tonya Trudell.

Monthly Reflection Log:
New teachers will be asked to maintain a monthly reflection log that should be reviewed and evaluated on a regular basis. This log should include the following: Date, Concerns or Suggestions, Lessons Learned, New Issues and Next Steps.
Responsibilities and Expectations:

**Role of the DMC** - The District Mentoring Committee will create a solid structure for the mentor and new teacher. It will consist of experienced teachers and building level administrators.

- Conduct an annual assessment of mentor program.
- Hold quarterly meetings.
- Plan, coordinate and improve activities.
- Make suggestion to PDP committee regarding future PD trainings.
- Entice people by public relations.
- Disseminate information about committee.
- Compile a listing of professional affiliations, website addresses and journals and publications.
- Help focus new teacher orientation.
- Help focus school-wide initiatives and professional development opportunities.
- Reformulate and update District Mentoring Plan.

**Role of the Mentor** - Those chosen to become mentors navigate new teachers to this open door of wisdom. Mentors help beginning teachers learn about the complex job of teaching and help them feel good about their abilities and ideas. They also convey and uphold the standards, norms, and values of our profession. Mentors play many roles, some of which are outlined below.

- Share information about yourself on opening days – your first day in the classroom.
- Share lunch or coffee – social activities.
- Review of teacher benefits.
- Be a person they can vent to – sounding board.
- Arrange observations of master teachers in action.
- Make available materials, supplies and curriculum.
- Demonstrate MyLearningPlan registration.
- Review library resources and interlibrary loan system.
- Set goals.
- Facilitate an understanding of the schedule and its issues.
- Explain discipline referral procedure.
- Provide examples of frequently used materials and forms (course expectations, parent letters and discipline forms).
- Assist in time management and effective planning, including both long term and short term planning.
- Oversee 5 week marking period and attendance procedures.
- Models professional behavior.
- Observe lessons – develop comfort with frequent visits to each other’s room.
- Helps find appropriate staff development.
- Arranges peer observations.
- Evaluates in writing.
- Help develop understanding of our kids and community.
- Foster an understanding of: inclusion program, management of paraprofessionals and services provided to students, all acronyms and abbreviations, referral process for counseling, special education, etc.
- Model ISS and attendance routines – clarify structure.
- Include new teacher in appropriate meetings and activities.
- Have new teacher observe mentor during instruction.
- Facilitate a network of supportive collegial relationships.
- Attend quarterly meetings with DMC.
- Attend other meetings as necessary.
Role of the New Teacher

- Share information about yourself on opening days – your first day in the classroom.
- Share lunch or coffee – social activities.
- Assist in time management and effective planning, including both long term and short term planning.
- Attend team/department meetings as an active member.
- Share relevant literature, resources and expertise.
- Be involved in the school and community events.
- Develop new activities and lessons that are based on current methods.
- Take risks – try new things and reflect on strong and weak points and study groups.
- Attend meetings with mentors, including quarterly DMC meetings.
- Observe master teacher, others in area/grade level, videotapes of lessons, and students in a variety of settings.
- Reflect on areas of strengths and weaknesses.
- Attend other meetings as necessary.
MENTORING ACTIVITY SHEET

Please reflect on your mentoring activity for the month of ________________.

My mentee and I met approximately ______ times per ____________ this month.

Our mentoring activity took place (check all that apply):
☐ before school
☐ during the school day
☐ after school
☐ evening, weekend, vacation

☐ in school
☐ on the telephone
☐ at a workshop or professional meeting
☐ email

The purposes of our mentoring activity included (check all that apply):

Clarifying, discussing, explaining, linking, sharing:
☐ Administrative concerns and/or requests
☐ Curriculum and/or curricular planning
☐ Discipline
☐ Extracurricular planning and activities
☐ Goal-Setting
☐ Individual students (non-disciplinary)
☐ Interactions with other staff
☐ Interactions with parents
☐ Physical setting of classroom
☐ Resources, materials, and ideas
☐ Scheduling
☐ School/District procedures, guidelines, expectations
☐ Teaching strategies and/or techniques
☐ Testing
☐ Other (please explain) ___________

Participation in:
☐ Informal and/or social interaction
☐ Planning or reflecting conference
☐ Professional organization
☐ Supportive listening, sharing and/or counseling
☐ Visitation of mentee’s classroom by mentor
☐ Workshop, meeting, conference or training session: in-district
☐ Workshop, meeting, conference or training session: out of district

Comments, questions or concerns:

______________________________________________________________

______________________________________________________________