**Fillmore Central School Professional Learning Plan**

**2024- 2027**

 ***Enter to learn, go forth to serve.***

**Table of Contents**

**Section**  **Page(s)**

Mission and Vision Statements………………………………………………………… 2

Introduction/Professional Learning Community……………………………………….. 2

Needs Analysis………………………………………………………………………….. 3

Demographics.................................................................................................................... 3

Current Professional Learning Services............................................................................ 4-5

New York State Professional Learning Standards …........................................................ 5-6

Professional Learning Across Grade Levels...................................................................... 6

Measuring the Impact on Student Achievement and Teachers’ and Educational Leaders’ Practices.............................................................................................................................. 7

Organizational Professional Learning Goals....................................................................... 8-11

CTLE Requirements……..................................................................................................... 11-12

Provision for Teachers Certified in Bilingual and English Language Learners (ELL) Education …......................................................................................................................... 12

Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, The Needs of Children with Autism, and Dignity for All Students Act ….... 13

Mentoring Requirements …................................................................................................. 14

Appendix A Professional Learning Plan Annual Goal…………………………………… 15

Appendix B Mentor Program Evaluation…………………………………………………. 16

**Mission and Vision Statements**

***Mission***

The mission of Fillmore Central School is to provide a student-centered and community supported learning environment that enables students to achieve personal excellence both academically and socially, and fosters life-long learners who are responsible, caring, and productive citizens.

***Vision***

Fillmore Central School will be a model regional school where all students learn, grow, and succeed, by using technology as a learning tool, by providing diverse learning opportunities, by inspiring academic excellence and by maintaining fiscal stability.

**Introduction**

Fillmore Central School (FCS) is committed to providing teachers with rigorous, high quality, and research-based professional learning to support our educators in their professional growth and further student learning within the district.

**Professional Learning Committee Membership**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Title** | **Name** | **Title** |
| Mike Dodge | District Superintendent | Ann Monroe-Baillargeon | Higher Education Representative |
| Eric Talbot | PK-12 Principal | Jennifer Austin | Designee from Teacher Bargaining Unit |
| Sarah Petre | PK- 12 Assistant Principal | April Coloney | Teacher |
| Corrie Buckley  | TOSA of Curriculum and Instruction | Jodi Brown | Teacher |
| Laura Sisson | PTO Rep./Parent | Charity Farrington | Teacher |

Meeting Dates and Times of Professional Learning Committee: 6/25/24 at 2:30pm

Follow- Up Communications: 8/12/24 - email

Board Adoption Date: 8/21/2024

**Needs Analysis**

Annual analysis of state assessments, standardized assessments, and teacher developed assessments by school administrators in collaboration with teachers will foster on-going professional learning that is relevant to the needs of students in the district. The professional learning (PL) plan allows adjustments of professional learning activities to meet the district's current needs.

**Sources Used to Identify the Basis of Needs Analysis**

* NYS 3rd -8th Grade ELA assessment Results
* NYS 3rd – 8th Grade Math assessment Results
* NYS 5th and 8th Grade Science Assessment Results
* Regents Exam Results
* iReady Diagnostic Results 2-8
* Math Spiral Data Collection K-6
* Aims Web Benchmarking K-1
* Fountas and Pinnell Benchmarking 2-6
* Attendance Rates
* School Report Card Data
* BEDS Data
* Title I
* Grade Level/Department Meetings
* Teacher Created Assessments and Identified Needs

**Demographics**

Fillmore Central School aims to support educators in meeting the diverse needs of its student population through equitable instructional practices. Professional learning (PL) at FCS is intentional and grounded in the needs of its students. Fillmore Central School is a small, rural PK-12 building. Fillmore has 589 students in grades K-12. FCS consists of 6 administrators and 67 teachers with an average third grade class size of 19 students and an attendance rate of 93%. Additionally, 61% of the student population qualifies as economically disadvantaged. Fifteen percent of the student population are classified as students with disabilities (<http://data.nysed.gov>).

**Current Professional Learning Services**

|  |  |
| --- | --- |
| **Name** | **Description of Services** |
| Fillmore Central School | * Data Team/RTI Meetings
* Faculty Meetings (Monthly)
* CPI (Crisis Prevention Institute) Training
* Technology Professional Learning
* Curriculum Mapping and Alignment
* Science of Reading and ELA PL
* Book Studies
 |
| Cattaraugus-Allegany BOCES | * Mentor Training
* Book Studies
* Best practice in pedagogy, technology, and community relations
* DASA, child abuse, and mandated reporting trainings
* Social Emotional Learning
* School Social Worker, Guidance Counselor and Psychologist PL
* Culturally Responsive Practices
* Dignity, Equity, and Inclusion
* Eisenhower Consortium
* Computer Based Testing (CBT) training
* New Teacher Academy
* LETRS PL
* Artificial Intelligence PL
* Castle Learning
* New York State Module/CKLA support
* Social Studies Support and PL
* Librarian Support and PL
* Integrated Co-Teaching Practices
* Special Education Services – IEP goal writing, differentiation, consultant teaching, executive functioning skills
 |
| Erie 1 BOCES | * CLSO (Common Set of Learning Objectives)
* Technology Professional Learning
* Special Education Professional Learning
* Computer Based Testing PL
* iReady
* Eureka Math
* IXL
 |
| Greater Southern Tier (GST) BOCES | * Science Kits and Investigations
 |
| Cattaraugus-Allegany Teacher Center | * Monthly resources for professional learning based on teacher request and need.
 |
| The Zones of Regulation, Inc | * Zones of Regulation professional learning
 |
| Education Solutions | * Math Spiral PL and creation with Susan Rothwell
 |
| The New York State Office of Children and Family Services | * Mandated Reporter Training in Child Abuse and Neglect/Maltreatment Identification
 |
| Great Minds | * Eureka Math
 |
| Susan Hentz | * ICT
 |

Fillmore Central School works closely with the Cattaraugus-Allegany BOCES to provide professional learning opportunities that meet the needs of educators and students within the district. Administrators and teachers at FCS utilize data through the WNYRIC Data Warehouse, student program assessment data (iReady, AIMS Web, Fountas and Pinnell), and teacher created assessments to identify the strengths and needs of the student population. Fillmore Central School also conducts an annual extensive gap analysis. Using scores from the New York State 3rd – 8th grade Math and ELA assessments, iReady diagnostic assessments, AimsWeb Plus diagnostics, Fountas and Pinnell benchmarks and Regent's exam results, the district can identify key areas that need to be addressed from year to year. Using New York State and parallel assessments ensures alignment with state standards. Administrators and teachers work collaboratively to identify needs, supports, and programs to assist the academic and social/emotional needs of all students within the district.

**New York State Professional Learning Standards**

 All professional learning opportunities at FCS are aligned with the NYS professional learning standards which emphasizes professional learning that is researched-based, date driven, promotes collaboration, and coincides with educators and students' needs. All professional learning at FCS must meet a professional learning standard. Currently, the Cattaraugus- Allegany BOCES region is concentrating on the importance of culturally responsive teaching along with equitable and inclusive classroom and instructional practices.

<http://www.nysed.gov/educator-quality/professional-learning-and-growth>

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.

**Professional Learning Across Grade Levels**

Fillmore Central School is a PK-12, central school district in one school building. All professional learning opportunities are presented and available to all administrators, teachers, and staff members across grade levels and content areas. Professional learning information is shared with all faculty and staff members through email, PL calendars, and conversations with school leaders. Professional learning opportunities include all development provided via face-to-face sessions, ZOOM, in-district events, regional events, 1:1 and/or small group sessions, and book studies. During grade level meetings and post observation conferences, educators in all content areas and grade levels are encouraged to share their professional learning needs. The Director of Curriculum and TOSA of Curriculum and Instruction will work to find professional learning through BOCES or the Teaching Center to fill the requested need.

**Measuring the Impact on Student Achievement and Teachers’ and Educational Leaders’ Practices**

The professional learning of educators is measured through student performance indicators, teacher observations, and reflective goals. Successful professional learning will result in increased student performance on New York State assessments, student programs, and teacher created assessments.

***Professional Goal Writing***

* PK-12 teachers and administrators will write an annual self-directed goal that aligns with the yearly districtwide focus area (See Appendix A). The district will transition to implementing digital Goal Forms.
* Writing and assessing self-directed goals will be an effective tool to guide professional learning of teachers and administrators to enhance their own practice and increase student achievement.

***Goal Writing Timeline***

* **August/ September** – Teachers and administrators will write their annual goal.
* **September** – By the last day of the month, goals and objectives will be submitted through FORMS to the school administration for review.
* **By October 15th** – Every teacher and administrator will receive a copy of their annual goal back from the administration with comments provided on the goals.
* **June** (and/or during post-observation conferences, reflections, and discussions) – Teachers and administrators will meet to reflect on their annual goals and their impact on student growth and achievement.

**Organizational Professional Learning Goals**

***Goal # 1* –** PK-12 teachers and administrators will participate in a minimum of 20 hours of professional learning each school -year to improve instructional and assessment strategies, pedagogy, and best practice to increase student achievement across all grade levels and content areas.

***Goal # 2***– PK-12 teachers will participate in technology focused professional learning to support students with computer-based testing readiness and increase technology integration as a learning tool to prepare students as digitally literate citizens of the 21st century.

**Action Plan**

**Goal # 1** *- PK-12 teachers and administrators will participate in a minimum of 20 hours of professional learning to improve instructional and assessment strategies, pedagogy, and best practice to increase student achievement across all grade levels and content areas.*

|  |  |
| --- | --- |
| **Objective****#1** | FCS teachers and administrators will participate in professional learning focused on creating equitable, and inclusive learning environments for all students at Fillmore Central School to support students’ social emotional well-being and belonging to increase students’ academic achievement. |
| **Needs Analysis** | Using 2022-2023 School Report Card data, an average of 48% of 3-8 graders reached proficiency on the NYS ELA assessment and an average of 61% of 3 – 8 graders reached proficiency on the NYS math assessment. Providing an equitable and inclusive learning environment will support all students at FCS in improving their academic achievement.  |
| **Activities and Strategies** | * FCS faculty and staff will receive professional learning on culturally responsive practices along with dignity, equity, and inclusion (DEI).
* IDI (Intercultural Development Inventory) professional learning
* Book Study – *Belonging Through a Culture of Dignity* by Cobb and Krownapple, *Starts with Why* by Simon Sinnek, *Handle With Care* by Joy Kelley
* Goal setting by teachers
* Addition of an instructional support coach
* Addition of a K-3 math interventionist
* Professional learning focused on best practice, pedagogy, and student learning
 |
| **Input** | **Evidence** | **Responsibility** | **Timeline** |
| CA BOCES Staff SpecialistsFCS Staff | * IDI results
* Completed PL Training Records
* PL Attendee Reflections
* Professional Learning Goals
 | SuperintendentPK- 12 PrincipalTOSA of Curriculum and Instruction | August 2024 – June 2029 |
| **Evaluation** | FCS will evaluate this goal's effectiveness using professional learning records and student performance data such as quarterly grades and local and state assessments. The district will also use book study reflections completed by faculty and staff members to evaluate this goal.  |

|  |  |
| --- | --- |
| **Objective** #2 | FCS teachers will participate in professional learning to support educating Students with Disabilities and/or English Language Learners.  |
| **Needs Analysis**  | Using 2022-2023 School Report Card data, 15% of Fillmore Central School’s student population are classified as Students with Disabilities. In grade three only one student with disabilities scored proficient on the ELA and math New York State assessments. Teachers require instructional guidance to best support learning growth in Students with Disabilities. |
| **Activities and Strategies**  | * FCS staff will receive professional learning on culturally responsive practices along with dignity, equity, and inclusion.
* Professional Learning focused on IEP writing and integrated co-teaching practices
* Goal setting by teachers
* Addition of 12:1:1 Modified Curriculum Program in the high school
* Professional learning focused on best practice, pedagogy, and technology support for Students with Disabilities and English Language Learners.
 |
| **Input**  | **Evidence**  | **Responsibility**  | **Timeline**  |
| CA BOCES and Erie 1 BOCESStaff Specialists   FCS Staff  | * Completed PL Training Records
* Student IEPs
* Professional Learning Goals
* PL Attendee Reflections
 | CSE Director and Chair PK- 12 Principal  TOSA of Curriculum and Instruction  | August 2024 – June 2029    |
| **Evaluation**  | FCS will evaluate this goal's effectiveness using professional learning records in addition to performance data such as quarterly grades along with local and state assessments of Students with Disabilities and English Language Learners.  |

|  |  |
| --- | --- |
| **Objective** #3 | FCS teachers and administrators will participate in Science of Reading (SOR) aligned professional learning to ensure that reading and writing practices across content areas are grounded in the research of the Science of Reading. |
| **Needs Analysis**  | The district is focused on a shift to implement research-based literacy instructional routines and practices as outlined by the Science of Reading and SOR literacy briefs released by the New York State Education Department. Current reading proficiency levels in grades 3-8 are at an average of 48%. |
| **Activities and Strategies**  | * FCS staff will receive professional learning on The Science of Reading and SOR based pedagogies and practices such as LETRS ( Language Essentials of Teaching Reading and Spelling).
* FCS teachers will have the opportunity to participate in a Literacy Day to explore the Big 6 Reading Competencies of SOR.
* PL provided through CA BOCES
* Goal setting by teachers
 |
| **Input**  | **Evidence**  | **Responsibility**  | **Timeline**  |
| CA BOCES and   FCS Staff  | * Completed PL Training Records
* Professional Learning Goals
* PL Attendee Reflections
 | PK- 12 Principal  TOSA of Curriculum and Instruction  | August 2024 – June 2027    |
| **Evaluation**  | FCS will evaluate this goal's effectiveness using professional learning records in addition to performance data such as quarterly grades, local diagnostics, ELA benchmarks, and New York State ELA assessments.  |

**Goal # 2** *PK-12 teachers will participate in technology focused professional learning to support students with computer-based testing readiness and increase technology integration as a learning tool to prepare students as digitally literate citizens of the 21st century.*

|  |  |
| --- | --- |
| **Objective** | Students will use technology as a tool to increase academic learning and digital fluency skills. |
| **Needs Analysis** | Students at FCS need support with using technology tools to support their learning, along with using social media and technology appropriately. FCS needs to prepare students for computer-based assessments and life in a digitally rich world.  |
| **Activities and Strategies** | * Provide PL opportunities for teachers on New York State computer science and digital fluency learning standards.
* Provide PL opportunities for teachers on technology programs and tools to support student engagement and achievement.
* Computer Based Testing PL
* Addition of a STEAM room and STEAM teacher to increase student technology skills and meet digital fluency standards.
* Goal setting by teachers.
* Creating opportunities for family engagement with technology at Open House and Artapalooza.
 |
| **Input**  | **Evidence** | **Responsibility** | **Timeline** |
| CA BOCES Staff SpecialistsErie 1 BOCESGST BOCESFCS staff | Completed PL Training RecordsCalendar of School EventsProfessional Learning Goals | Director of TechnologyPK- 12 PrincipalTOSA OF Curriculum and Instruction | August 2024 – June 2029 |
| **Evaluation** | This goal will be evaluated through student performance data such as quarterly grades and local and state assessments. Professional Learning records will also be used in the evaluation of this goal.  |

**CTLE Requirements**

This professional learning plan aligns with Commissioner Regulations 100.2 (dd) that require school districts and BOCES to create professional learning plans that are reviewed annually and that improve the quality of teaching and learning by providing opportunities for professional growth and support in meeting the learning needs of students. Additionally, professional learning activities outlined in this plan provide opportunities for teachers to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in 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.

 All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. This plan is designed to provide professional learning activities to support teachers in meeting these hours. Individual administrators and teachers are responsible for maintaining records of their completed professional learning. Professional learning will also be recorded and documented by the district’s TOSA of curriculum and instruction.

All CTLE activities will be aligned to NYSED (New York State Education Department) standards in content area(s), pedagogy, and language acquisition addressing the needs of English Language Learners, pursuant to Section 80-6.3 of The Commissioner’s Regulations. CTLE will be provided by faculty or individuals that have been trained and who have demonstrated their competency to offer coursework or training which shall:

* Expand teachers’ content knowledge and improve the skills necessary to provide developmentally appropriate instructional strategies and assessments to students.
* Be researched based and involve teachers in evaluating and participating in research.
* Ensure that teachers (1) have the knowledge, skills, and opportunities for collaboration to improve instruction and assessment techniques that will increase student engagement and achievement in a respectful, safe, and trusting environment; (2) have knowledge and skills to meet the needs of diverse learners; (3) have the knowledge and skills to create safe, supportive, culturally responsive, inclusive, and equitable learning environments for all students; (4) have the knowledge and skills to collaborate with parents, families, and community members to form engaging partnerships that support student learning; (5) have the knowledge and skills to promote digital literacy and improve the efficacy of technology use and tools in the classroom.
* Use disaggregated data and needs analysis along with other evidence of student learning to determine professional learning needs and priorities to continue professional growth.
* Evaluate the effectiveness of professional practice and student learning using multiple measures and sources of information.
* Support teachers in their professional learning by using the seven principles of adult learning theory which include self-direction, transformation, experience, mentorship, mental orientation, motivation, and readiness to learn.

Fillmore Central School, CA BOCES, and ERIE I BOCES will provide the majority of professional learning activities for professional certificate holders acknowledging completion of workshops, trainings, and professional learning opportunities that qualify for CTLE credits.

* Professional learning (past and future) provided by CA BOCES instructional support services can be accessed at register.caboces.org. All educators that have successfully completed CTLE hours may access their awarded CTLE certificates from the CA BOCES electronic registration system.
* Educators may access All professional learning (past and future) provided by Erie 1 BOCES instructional support services by going to <https://www.frontlineeducation.com/>
* Educators may access CTLE certificates of professional learning provided by the Cattaraugus –Allegany Teachers’ Center by contacting the Center’s Director.

All administrators and teachers (including those holding professional certificates) employed by Fillmore Central School are required to participate in a minimum of 20 hours of yearly professional learning to acquire the required 100 hours of professional learning every five years. FCS educators are provided information about professional learning available through Cattaraugus-Allegany, GST, and Erie I BOCES offered during the school year, after school hours, and throughout the summer. Fillmore Central school expects all educators to participate in three superintendent’s days before the school year starts and two and a half staff development days throughout the school year.

**Provision for Teachers Certifies in Bilingual and English Language Learners (ELL) Education (Required Element from Part 100)**

Teachers holding a professional certificate title of English to Speakers of Other Languages or other languages of bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with 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.

Fillmore Central School will use experience and training provided by the Regional Bilingual Education Resource Network to fulfill these requirements. For all other faculty and staff members, Fillmore Central school meets and will apply for an exemption from the professional development requirements in language acquisitions for ELLs (English Language Learners). *There are less than 30 ELL students enrolled or English language learners make up less than five percent of Fillmore Central School’s total student population as established by the commissioner.*

**Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, The Needs of Children with Autism, and Dignity for All Students Act (Required element from part 100)**

Fillmore Central School is committed to hiring teachers who have fulfilled the certification requirement, including participation in workshops on school violence prevention and intervention. Such workshops will include at least two clock hours of training that includes , but is not limited to, studying the warning signs that relate to school violence and other troubling behaviors in children, the statues, regulations, and policies that relate to a safe nonviolent school climate, effective classroom management strategies and other academic and SEL (Social Emotional Learning) supports that promote a nonviolent school climate and enhance learning. School violence training may also include social and problem-solving skill development for students within the regular classroom, intervention techniques designed to address a school violence situation, and how to participate in an effective school and/or community referral process for students exhibiting violent behavior.

Fillmore Central School will provide a refresher on school violence prevention and intervention as it is deemed necessary or upon request.

Teachers must complete training on Child Abuse and Mandated Reporting along with the NYS Dignity for All Students (DASA) training before employment with the district. If the required training has not been completed, Fillmore Central School will support new teachers in completing these trainings through the Cattaraugus-Allegany BOCES. Fillmore Central School will continually provide faculty and staff members with annual updates and reviews of the district’s safety protocols and DASA training.

**Mentoring Requirements**

|  |  |
| --- | --- |
| **Procedure for Selecting Mentors** | Teachers interested in mentoring must fill out a mentoring application by June 1st. Administrators will review applications and select mentors based on subject area and expertise. Mentors will be educators granted tenure by the Board of Education and who have at least five years of teaching experience.  |
| **Role of the Mentor** | The mentor will provide support to new professionals to better prepare teachers to meet the expectations of an ever-changing world and educational system to prepare our students to be prosperous citizens.  |
| **Who Will be Mentored?** | All new district teachers will be assigned a mentor for at least one school year.  |
| **Mentoring Activities/ Discussion Topics** | * Introduction to Fillmore Central School
* Lesson/Unit Planning
* Curriculum Mapping and Alignment
* Parent Involvement and Communication
* Special Education/ 504 Plans
* Academic Intervention Services
* Student Learning Styles
* Differentiated Instruction
* Technology
* Classroom Management
* SEL
* Culturally Responsive Practices and DEI
 |
| **Assessment of Mentoring Program** | Mentor/Mentee Activity Record and Program Evaluation. This will transition to a digital form.\* |
| **Mentor/Mentee Training** | Fillmore Central School will collaborate with the Cattaraugus Allegany BOCES to provide mentor training and new teacher training for teachers to be mentored.  |

**\*See Appendix B for Mentoring Program Evaluation**

**Professional Learning**

 **Annual Goal (Appendix A)**

 **20 \_\_ – 20\_\_**

 Annual Professional Learning Goals should be aligned with the yearly districtwide focus.

**Goal:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Objective #1**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Objective # 2**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluation:** (should mirror your goals and objectives)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Administrator’s Comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mentor Program Evaluation (Appendix B)**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Please identify your role in the mentor teacher program (circle one): Mentor Mentee

|  |
| --- |
| What aspects of the mentor teacher program worked well? |
| What should be added to the mentor teacher program? |
| What possible changes would you suggest to enhance the mentor teacher program? |
| Comments: |