

Professional Learning Plan 2021-2023



Tully Central School District

Michael Hoose, Interim Superintendent

20 State Street

Tully, NY 13159

Approved by the Board of Education March 28, 2022

CTLE Sponsor Identification Number: 2401

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Tully Central School District

Professional Learning Plan

Professional Learning Plan Committee

The Professional Learning Plan (PLP) Committee was developed in collaboration with the District's Professional Learning Team (PLT). There will be at least two representatives from each building in the district on the PLT. The PLP Committee convened prior to October 1, 2021 and was provided more than 180 days to develop its recommended professional learning plan. The District PLT consists of:

Superintendent	Michael Hoose (Interim)
School Administrators	Ed Kupiec - Tully Elementary School Principal Mike O'Brien - Tully Junior-Senior High School Principal Cristy Bobbett - Director of Student Support Services
Teachers designated by the Tully Teachers Association	Vivian Lisi - Junior-Senior High School Math Teacher Whitney Miller - Junior-Senior High School Science Teacher Taylor Gibbons - Elementary School Grade 6 Teacher Christine Scully-Smith - Elementary School AIS Teacher
Parent	Sarah Nachtrieb - Tully Elementary School
Curriculum Specialists designated by the Tully Teachers Association	The curriculum specialist from Tully Elementary school will be a representative from the department chairpersons. The specialist attending may rotate from meeting to meeting. The curriculum specialist from Tully Junior-Senior High School will be a representative from the department chairpersons. The specialist attending may rotate from meeting to meeting.
Higher Education	Mary Crawford-Mohat - Onondaga Community College
Other Staff	Jessica Walker - Tully Elementary School Teaching Assistant

The PLT will be responsible for annually updating the Professional Learning Plan. Building level teams and department chairs will provide input and suggestions for professional development activities that meet areas of need for the District.

Plan Content

Needs Analysis

A needs analysis is conducted on an ongoing basis at the District level, with a cyclical timeline involving all school faculty members. Needs are discussed monthly at administrative cabinet meetings, PLT meetings, and through faculty surveys distributed before and after Superintendent's Conference Days along with professional learning proposals submitted by faculty for summer work. The PLT establishes the content for future Superintendent's Conferences Days approximately 6 months prior and, in concert

with administration, determines professional learning opportunities for the school year and over the summer.

The District uses the following information as a part of its needs analyses. The information includes both quantitative and qualitative information regarding teacher and leader practice and student outcomes.

- School report card
- Locally generated student assessment data
- State standards for student performance
- Teacher surveys
- Administrative input

Culturally Responsive Professional Learning and Community Needs

Professional learning activities related to educator practice and curriculum development are culturally responsive and are largely reflective of the needs of the school district community identified in the needs analysis. Developing safe, secure, affirming, supportive, accessible and equitable learning environments for all students must be a priority and specifically addressed as part of any approved activity for summer professional learning. These are also considerations when selecting offerings for superintendent's conference days.

The Tully Central School District Community is a rural school population that is 93% white and 35% of the student body is considered economically disadvantaged. Approximately 12% of students are identified as students with disabilities. At the PK-6 grade level, based on the 2018-2019 New York State English Language Arts (ELA) Assessments, between 55% and 80% of students in grades 3-6 are not reaching performance level 3 or 4. In all but 4th grade, this level of performance lagged behind the aggregate performance of other schools in Onondaga County. AIMSweb data also indicates that overall we lag behind the region in student performance K-6. At the 7-8 levels, based on the 2018-2019 New York State ELA Assessments, 45-55% of students reached the proficient level (level 3 or 4). In mathematics, 43-50% percent of students were reaching the proficient level. According to the 2018-2019 Regents' data for grades 9-12, 78% of students scored in the proficient range who took the global history and geography transitional exam. Additionally, 70% of students scored in the proficient range for the U.S. History & Government exam, which is 7 points below the state average.

Recent school-year and summer professional learning activities have been provided in the area of literacy at the elementary school and at the junior-senior high school, recent school-year professional learning activities were also provided in the area of literacy. Additionally, junior-senior high school teachers attended training specifically aimed at when all students returned to the classroom to begin the 2021-2022 school-year. Summer professional learning activities span a wide range of topics depending on specific content and instructional needs for the wide variety of courses offered at the junior-senior high school.

One superintendent's conference day was devoted to gaining a better understanding of the experiences of families living in poverty and another superintendent's conference day has provided training on supporting LGBTQIA+ students. Presentations have also been provided to faculty and staff on homelessness and ensuring equity and access for all students.

Professional Learning and Student Outcomes

The school district provides all teachers and school leaders it employs with substantial PL opportunities tailored to the needs of educators that are directly related to student learning outcomes.

Located in the Appendix is a chart indicating the professional learning activities provided onsite at the District or offsite by other vendors, including topics, audience, if continuing teacher and leader education (CTLE) hours are provided, if teaching English to speakers of other languages (TESOL) hours are provided and providers/trainers.

Standards Alignment, Research, and Best Practices

Professional learning opportunities provided by the District are aligned with the [NYS Professional Learning Standards](#) and the [NYS Professional Development Standards](#).

Professional Learning Across Grade Levels

The District attempts to provide frequent options for differentiated PL across grade levels and/or content areas as often needs can vary. Some PL is provided to all staff simultaneously while other offerings are scheduled grades PK-5, grades 6-8, and grades 7-12 based on the needs analysis and/or district goals. Choice time is provided for staff to focus on areas of personal need or interest.

Professional learning opportunities are offered in a variety of ways:

- Graduate coursework
- After school workshops
- Summer curriculum development and training
- Conferences and workshops
- Participation in study groups
- Faculty, department, and grade level meetings - **generally not eligible for CTLE credit**

For new staff, the district has a new teacher orientation prior to beginning the school year.

Impact of Professional Learning

Evaluation of all District-sponsored professional development will measure the impact of PL on student achievement and teachers' and educational leaders' practices. This evaluation will take place annually and includes:

- Student achievement on NYS assessments
- Compilation of attendance in professional learning offerings
- Anecdotal records of teacher observations
- Evaluations by staff members of professional learning offerings

Guidelines in ESSA require that any use of federal funds for professional development activities be supported by research and/or evidence that there is a positive impact on student learning/achievement. For these activities, teachers will be required to collect evidence on student performance that can be compared to student achievement from the prior school year.

Although the plan is three years in length, the PLT will also meet to conduct periodic formative evaluations. We use Frontline Professional Growth to track professional learning offerings, attendance,

and hours. Surveys will be administered to faculty and staff, to identify specific needs in each building, and to assess the effectiveness of District sponsored professional learning activities relative to these needs. The results of surveys are shared first with the PLT and then the larger faculty.

Professional Learning Expectations

At Tully, all teachers, school leaders, and other school personnel are expected to participate in on-going professional learning.

Professional Learning Hours

The District currently schedules approximately 31 hours of required professional learning per year: four Superintendent's Conference Days (six hours each) and one 30-45 minute faculty meeting per month (total of approximately seven hours). Teachers in need of targeted professional learning may also be required to attend workshops or other offerings during the regular work day. **Please note that not all district required professional learning offerings are designated as eligible for CTLE credit.**

The District will continue to offer a variety of professional learning opportunities within the scope of budgeted funds. Teachers holding professional certification may remain in good standing provided they complete the required number of hours every five years.

CTLE Participation

CTLE activities must be offered in appropriate subject areas, as defined in law and regulation

Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the establishment of CTLE requirements for Professional and Level III Teaching Assistant certificate holders, which:

- will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, developmentally appropriate instructional strategies and assesses student progress;
- is research-based and provides educators with opportunities to analyze, apply, and engage in research;
- includes the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions;
- is designed to ensure that educators:

(1) have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;

(2) have the knowledge and skill to meet the diverse needs of all students;

(3) have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;

(4) have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;

- 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;
- promotes technological literacy and facilitates the effective use of all appropriate technology; and

- evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Educators who hold one or more of the following certificates are subject to the continuing teacher and leader education (CTLE) requirement:

- Professional certificate in the classroom teaching service
- Professional certificate in the educational leadership service (i.e., School Building Leader, School District Leader, and School District Business Leader)
- Teaching Assistant Level III certificate

There is one CTLE requirement per educator (e.g., 100 clock hours), regardless of the number of certificates held that are subject to CTLE. Educators who are subject to CTLE and practice in an applicable school throughout their five-year registration period must complete 100 clock hours of acceptable CTLE.

The District currently schedules approximately 31 hours of required professional learning per year: four Superintendent's Conference Days (six hours each) and one 30-45 minute faculty meeting per month (total of approximately seven hours). As not all required professional learning activities provided by the district are eligible for CTLE credit toward the 100 clock hour requirement, the District also offers access to outside opportunities such as through BOCES, professional organizations, and NYSUT courses to complete 100 hours of CTLE.

Sustained and Continuous Professional Learning

Professional Learning for all faculty is continuous and sustained (see above). Often, professional learning spans multiple years when connected to a district initiative such as diversity, equity and inclusion (DEI), technology integration, multi-tiered systems of support (MTSS), Literacy, or Therapeutic Crisis Intervention for Schools (TCIS). Specific preparation and learning experience offerings for new teachers are summarized in the Mentoring section.

When appropriate, partners in institutions of higher education are involved in the design and/or implementation of professional learning. For example, teachers of concurrent enrollment courses receive training as required by the college/university and the Mid-State Regional Partnership Center at Syracuse University provides resources and training centered around special education topics.

Effective and Appropriate Delivery of Professional Learning

Both prior to, and after, Superintendent's Conference Days, faculty and staff are provided surveys to collect feedback to inform future professional learning opportunities.

English Language Learners (ELL)

Holders of a professional certificate in the certificate title of English to speakers of other languages or bilingual extension will be provided with a minimum of 50 Percent of PL clock hours 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.

Furthermore, the ESOL Teacher attends many professional development opportunities each school year. The ESOL Teacher attends trainings that will help drive her instruction, which then will best meet the needs of ELLs. The ESOL teacher encourages classroom teachers to attend ELL and cultural related workshops, too. All workshops were presented by Mid-State Regional Bilingual Education Resource Network (RBERN). Here are some of the workshops recently attended by the ESOL Teacher.

- Administering and Scoring of the New York State Identification Test for English Language Learners (NYSITELL)
- Symposium: Planning for Today's Diverse Learners
- Language Acquisition vs. Language Disability
- Building the ELL Brain for Language and Academic Success
- Rigor and ELLS
- Developing a Quality IEP: Including ELLs
- New York State English as a Second Language Achievement Test (NYSESLAT): ToMs and PLDs
- NYSESLAT Turnkey Training

A minimum of 15 percent of PL clock hours will be provided for all other professional certificates, along with holders of a level III teaching assistant certification, in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

At the beginning of each school year, the ESOL teacher meets with each classroom teacher and describes best practices, as well as gives a complete packet of resources and information for teachers of ELLs to use (ENL 101.)

Also each year, the ESOL Teacher presents information on ELLs and their unique learning needs during regularly scheduled superintendent's conference days. All District instructional staff are required to attend these trainings. The ESOL Teacher also presents the information and resources acquired from her trainings to classroom teachers. Topics and trainings include:

- Process for identifying ELLs within our 2 school buildings
- Steps in determining a student's ELL status and continuing ELL status
- The importance of family connections and providing communication with home in the home language of the family
- Vocabulary acquisition strategies for teaching ELLs
- Best practices, and differentiation for ELLs

Additional and Outside Professional Learning Opportunities

In addition to the annual district offerings, there are several other opportunities the District provides to its educators to support their professional growth.

Here are links to various catalogs of professional learning opportunities in Frontline Professional Growth that all staff have access to and can request approval from district administrators to attend. Several of these learning opportunities can be completed to receive credit toward CTLE clock hour requirements.

- Central New York (CNY) Teacher Center:
<https://www.mylearningplan.com/WebReg/Catalog.asp?D=22315&H=1>
- Onondaga Cortland Madison (OCM) BOCES:
<https://www.mylearningplan.com/WebReg/Catalog.asp?D=15882&H=1>
- Tompkins Seneca Tioga (TST) BOCES:
<https://www.mylearningplan.com/WebReg/Catalog.asp?D=10453&H=1>
- Center for Instruction Technology & Innovation (CiTi) BOCES:
<https://www.mylearningplan.com/WebReg/Catalog.asp?D=12396&H=1>
- New York State United Teachers (NYSUT):
<https://www.mylearningplan.com/WebReg/Catalog.asp?D=15191&H=1>

- Mid State Regional Partnership Center at Syracuse University:
<https://www.mylearningplan.com/WebReg/Catalog.asp?D=19911&H=1>

Included in the Appendix are examples of past opportunities participated in by faculty and staff from outside providers. These include conferences, professional organizations, coursework, and regional BOCES offerings.

Safety Trainings

Although not eligible for CTLE clock hour credit, staff are required to complete a number of safety trainings on an annual basis. These trainings are conducted via self-paced, online sessions. Attendance and participation are tracked and recorded to hold staff accountable for completion. Currently the following safety trainings are required each year:

- Workplace Violence Prevention
- Right to Know and Bloodborne Pathogens
- Sexual Harassment Awareness and Prevention
- Mental Health Training
- Dignity for All Students Act
- Education Law 2-d and Data Privacy Protection

As needed, trainings on child abuse recognition and the needs of children with autism are arranged for faculty and staff who had not already received those trainings prior to being hired at Tully.

Mentoring

Requirements

Section 100.2 (dd) of the Commissioner's Regulations, effective February 2, 2004, stipulates that new teachers must complete a mentored experience in their first year of teaching. Provisions under section 80-3 of the Commissioner's Regulations state employing districts are now responsible to provide such mentoring to new teachers and must incorporate the planning and design of such mentoring experiences into the district's professional learning plan.

The purpose of the program at Tully Central Schools is the induction and retention of new teachers with the ultimate goal being effective instruction, leading to increased student achievement. Teachers new to the District and/or teaching will be supported as they strive to meet the high standards set forth by the District and State of New York. The mentor/protégé relationship, in most cases, formally lasts two years with additional support in subsequent years provided by the mentor, department chairs, and building level administration.

District administration supports effective mentoring practices by providing training, resources, and dedicated mentoring time throughout the year.

Any interested, experienced staff member may apply. Mentors should possess a positive attitude, good communication skills, and exhibit expertise in both their content areas and a variety of instructional approaches. Applicants should understand that mentoring will require a two year commitment and submit a letter of interest to their building administrator.

Criteria for Selection of Mentors includes, but is not limited to:

- Full-time, experienced staff member employed by T.C.S.
- Involved in a variety of professional growth activities and experiences within the past three years
- Has contributed to the District by serving on committees, coaching, etc.
- Willingness to commit time for training and mentoring
- Willingness to participate in a professional, confidential manner
- Commitment to ongoing personal and professional growth
- Shares a common teaching “area” when possible

Mentors will act in an advisory, not an evaluative capacity. Mentors will provide support, guidance, and encouragement. They will be expected to share their knowledge of the District and effective instruction by acting as a resource and a model for new teachers.

Mentors need to maintain confidentiality unless withholding information compromises the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher’s moral character.

Preparation and Expectations for mentors includes:

- Attend mentoring training, when it is available
- Review provided mentoring books and resources
- Meet with protégé for the four quarterly meetings and as needed, yet no less than 10 times for each year
- Document meetings in the Mentoring Activity Log. A copy is given to protégé. A copy is attached to the claim form and submitted to the building administrator at the end of each year.
- Serve as a resource and role model
 - identify support personnel/procedures for interventions
 - teaching resources
 - staff development offerings
 - general board/school/building policies and procedures
- Mentor and protégé may use release time to engage in classroom/lesson observations and reflections
- Schedule and plan release time (maximum 2 times per year)
- May attend at least one professional learning opportunity together provided funds are available
- Attend new teacher orientation and each scheduled mentoring meeting

Expectations of Protégés

- Meet on a regular basis with mentor
- Participate in all scheduled mentoring meetings (seek advice from mentor if there is a conflict with meeting dates)
- May participate in release time for observations and reflections
- Seek advice/support from mentor
- Attend professional learning opportunities
- Familiarize self with school policies
- Seek advice/support from professional learning team members if serious conflicts arise between mentor and protégé
- Maintain confidentiality between mentor and protégé

Some examples of mentoring activities include observing instruction, instructional planning, school culture, parent-teacher conferences, and budgeting. At the end of New Teacher Orientation and the final quarterly meeting, protégés are provided surveys and engaged in discussions about the effectiveness and suggested revisions to the mentoring program.

The mentoring resources include the books:

- Why didn't I learn this in college? by Paula Rutherford
- The 21st century mentor's handbook? by Paula Rutherford

A sample of the record keeping/meeting log is included in the Appendix.

CTLE Hours for Mentors

Effective December 31, 2019, educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.

Mentor teachers at Tully will receive 10 hours credit toward their CTLE requirement each year that they serve as a mentor teacher, capped a maximum of 30 total hours in each five-year registration period.

CTLE Record Keeping and Documentation Requirements

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.

A sample CTLE recordkeeping form is available in the Appendix. 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.

Educator Documentation

Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, their CTLE documentation must be available upon request by the Department. For all of their CTLE activities, educators at Tully should be able to either:

- Provide the [Completion of Approved CTLE Hour\(s\) Certificate form](#) (CTLE completion form), **or**
- Provide an alternative form or format that captures the same information requested on the CTLE completion form (e.g., CTLE certificates), **or**
- Be able to generate a CTLE certificate with the information requested on the CTLE completion form (e.g., from a professional learning management system). **This is the method most likely to**

be used by educators at Tully as we use Frontline Professional Growth to track professional learning offerings, attendance, and hours.

It is understood that summaries of activities listed in professional learning management systems will not be accepted as documentation of CTLE clock hours at this time if the Department requests documentation.

CTLE Sponsor Documentation

Approved CTLE sponsors, including school districts, must maintain records of the CTLE awarded for eight years and must provide educators with either:

- The [Completion of Approved CTLE Hour\(s\) Certificate form](#) (CTLE completion form), **or**
- An alternative form or format that captures the same information requested on the CTLE completion form (e.g., CTLE certificates), **or**
- Access for educators to generate a CTLE certificate with the information requested on the CTLE completion form (e.g., from a professional learning management system). **This is the method that Tully will use to maintain records of any CTLE credit awarded.**

Professional Learning Plan Appendix

Topic	Provider/Trainer	In-District/External	Audience	Category*	CTLE Hours?	Focus	TESOL Hours?
Workplace Violence Prevention	Tully Central Schools District SRO	In-District	All employees	1			
Right to Know and Bloodborne Pathogens	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088	External (Online)	All employees	2			
Sexual Harassment Awareness and Prevention	OCM BOCES	External (Online)	All employees	2			
Mental Health Training	OCM BOCES	External (Online)	All employees	2			
Dignity for All Students Act	OCM BOCES	External (Online)	All employees	2			
Education Law 2-d and Data Privacy Protection	Capital Region (CAP) BOCES	External (Online)	All employees	2			
Supporting ELL Students	Mid-State RBERN and/or Tully Central Schools ELL Teacher	In-District	All employees	1,2	Yes	Content Pedagogy Language Acquisition	Yes
NYSAPERD Conference - Physical Education Content & Pedagogy	New York State Association for Health, Physical Education, Recreation & Dance (NYSAPERD) 77 North Ann Street Little Falls, NY 13365 315-823-1015 nysahperd@nysahperd.org	External	PE Teachers	5	Yes	Content Pedagogy	
NYSSMA Conference - Music Content and Pedagogy	New York State School Music Association (NYSSMA) 718 The Plain Road, Westbury, NY 11590-5931 Phone: 516-997-7200 / Fax: 516-997-1700 Email: info@nyssma.org	External	Music Teachers	5	Yes	Content Pedagogy	

Poverty Simulation	Central New York / Oswego County Teacher Center Tammy Anderson, Director 4983 Brittonfield Parkway East Syracuse, NY 13057 tanderso@oswego.org	In-District	PK-12 teachers, TAs, and building administrators	3	Yes	Pedagogy Language Acquisition	
Supporting LGBTQIA+ Students	The Q Center ACR Health 617 West Genesee Street Syracuse, New York 13204 Phone: (315) 475-2430 Fax: (315) 701-2431 E-Mail: KFuller@ACRHealth.org	In-District	PK-12 teachers, TAs, building administrators, district administrators, Board of Education	1	Yes	Pedagogy	
Library Science	School Library Systems Association of New York State https://www.nysl.nysed.gov/libdev/slssap/	External	School Librarians	4	Yes	Content Pedagogy	
Literacy Instruction	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org	In-District & External	PK-4 teachers and TAs, 5-12 ELA teachers, AIS teachers, Special Education teachers	2	Yes	Content Pedagogy	
Lead Evaluator Training	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org	External	Building Administrators	2	Yes	Pedagogy	
Principal Evaluator Training	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org	External	Superintendent of Schools	2	Yes	Pedagogy	

Technology Integration	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org Central New York Regional Information Center (CNYRIC) 6075 E. Molloy Rd. Syracuse, NY 13211 315.433.8300	In-District & External	All instructional faculty	2	Yes	Pedagogy	
Responsive Classroom	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org	External	New Elementary Teachers	2	Yes	Pedagogy	
Academic Interventions	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org Mid State Regional Partnership Center at Syracuse University Center on Disability and Inclusion 370 Huntington Hall Syracuse, NY 13244 rpc@syr.edu	External & Online	Elementary Classroom Teachers and TAs, AIS Teachers, Special Education Teachers	1,4	Yes	Content Pedagogy	
PK-12 ELA Instruction	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org Tully Central Schools	External & Online	Respective Teachers	2	Yes	Content Pedagogy	
P-3 Play Integration	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org	External	PK-3 Classroom Teachers	2	Yes	Content Pedagogy	

PK-12 Math Instruction	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org Tully Central Schools	External & Online	Respective Teachers	2	Yes	Content Pedagogy	
PK-12 Social Studies Instruction	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org Tully Central Schools	External & Online	Respective Teachers	2	Yes	Content Pedagogy	
PK-12 Science Instruction	OCM BOCES 110 Elwood Davis Rd Liverpool, NY 13088 315.433.2627 dbergman@ocmboces.org Tully Central Schools	External & Online	Respective Teachers	2	Yes	Content Pedagogy	
Therapeutic Crisis Intervention for Schools (TCIS)	Tully Central Schools	In-District	All Interested Tully Employees	1	Yes	Pedagogy	
Teacher Mentoring	Tully Central Schools	In-District	New Teachers	1	Yes; 10 hours/year to mentor; maximum of 30 hours/ registration cycle	Content Pedagogy	

*Sponsor Categories: 1 = Public School; 2 = BOCES; 3 = Teacher Center; 4 = College/University; 5 = "Other NYSED-Approved Sponsor"

Application for Mentoring

Please submit to Co-Coordinator

Name _____

Date _____

Building _____

Position _____

Years in current position _____

Certification Area(s): _____

Other grades/subjects taught _____

Are there any restrictions as to when you would be available to attend mentoring meetings?

Yes No If yes, explain _____

Tell about any conferences, workshops, study groups or coursework in which you have recently participated that demonstrate your commitment to professional growth.

Briefly explain why you have chosen to apply for a mentor position. Identify some of your personal characteristics that will make you an effective mentor.

Please share any additional information or experiences that will assist the committee in matching you with a new teacher.

Mentoring Activity Log

(submit to building administrator by May 31st)

Protégé Name _____ Mentor Name _____

Date	Description of Mentoring Activity	Time on Task:

Mentor Signature _____

Protégé Signature _____

Administrator Signature _____