

**NIAGARA FALLS CITY SCHOOL DISTRICT
CONTINUING TEACHER AND LEADER EDUCATION PLAN
JULY 1, 2023 – JUNE 30, 2026**



Mark Laurrie
Superintendent of Schools

**Learning For All
Whatever It Takes**

NIAGARA FALLS CITY SCHOOL DISTRICT

VISION

The vision of the Niagara Falls City School District is to be a world-class quality educational organization.

MISSION

The mission of the Niagara Falls Board of Education is to guarantee educational excellence by creating strategic goals which we will monitor, analyze, assess and evaluate utilizing the quality process and ensuring customer satisfaction.

District Name: Niagara Falls City School District

BEDS Code: 400800010000

Superintendent: Mr. Mark Laurrie

Address: 630 – 66th Street, Niagara Falls, New York 14304 Phone: (716) 286-4211

Year(s) plan is effective: July 1, 2023 – June 30, 2026

Composition of CTLE Team

Number of Members	Constituency	Member Name(s)	Affiliation
17	Public School Teachers designated by the bargaining unit. Must be at least 51% of Board membership.	Julie Conti MaryJo Edwards Trish Hennegan Frank Coney Julie McIntyre Rina Dunlap John Pero Jaime Pero Anthony Navaroli Robert Touchette Veronica Schucker Madison DalPorto Dan Weiss Aimee Wolf Tammy Zaker Tom Fisher Christine Barstys	NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT NFT Mentor Coordinator TC Director
4	Policy Board Member(s) designated by the Board of Education	Russell Petrozzi Maria Massaro Richard Carella Angela Manella	Board of Education District HRO District Administration District Administration
2	College or University Representative(s)	Dr. Chandra Foote Mike Hamilton	Niagara University NCCC
1	Business and Industry Representative(s)	John Pietrangeli	Porky's Restaurant
1	Non-Public School Representative(s)	Mary Hoffman	Empower WNY
1	Parent Representative(s)	Danielle Zona	Parent
3	Other Representative(s), if any	Elizabeth Olka Ryan Mang Ray Granieri	Substitute Teachers Union CSEA NIMS
29	Total Number of Policy Board Members		

CONTINUING TEACHER AND LEADER EDUCATION REQUIREMENT

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

Examples of educators who do not need to complete the CTLE requirement include, but are not limited to, educators who:

- Hold only Permanent certificate(s)
- Hold a Statement of Continued Eligibility (SOCE) and Permanent certificate, and does not also hold a Professional or TA Level III certificate; and
- Have "Registered - Inactive" status (e.g., not practicing in an applicable school).

The registration and CTLE requirements do not apply to educators who hold a certificate in the pupil personnel service (e.g., School Attendance Teacher, School Counselor, School Psychologist, School Social Worker) or hold a Teaching Assistant Level I or Level II 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.

CONTINUING TEACHER AND LEADER EDUCATION PLANNING TEAM

The CTLE Planning Team is composed of representatives from schools at all three levels (elementary, preparatory, and high school) and includes members of the Teacher Resource Center (TRC) Policy Board. The Continuing Teacher and Leader Education Plan is presented to the Board of Education after review and collaboration by the TRC Policy Board. The TRC is responsible for evaluating, delivering, and monitoring CTLE initiatives for the district.

GOAL FOR CONTINUING TEACHER AND LEADER EDUCATION

The goal of CTLE in the Niagara Falls City School District is to drive continuous improvement in the quality of teaching and learning by ensuring that all staff members participate in purposeful and substantial professional learning activities. The learning requirements for the staff of the Niagara Falls City School District are found within the district's vision statement to be a "world-class quality educational organization." The purpose of continued learning is to allow staff members to participate in both individual and collective growth opportunities in order to positively affect teaching and learning. By ensuring that all staff demonstrate an increase in knowledge and skills through inquiry-oriented and reflective practice, we strive to meet the learning needs of students in a standards-based environment.

CONTINUING TEACHER AND LEADER EDUCATION ACTIVITIES

Continued learning activities must be in either the content area of a held certificate, pedagogy, and at least 15% must be in the area of language acquisition (see APPENDIXES #5 A, B and C).

Continued learning opportunities are provided through the following (see Appendices 5 A, B, & C):

- “Job-embedded” professional activities provided during the workday through release time with substitutes
- Workshops and study groups after school hours and Saturdays
- Faculty meetings/department meetings/grade level meetings/team collaboration meetings
- Teacher Resource Center program/courses and workshops
- Mentor Internship program activities
- BOCES/SETASC courses
- In-house staff development activities at all three school levels:
 - elementary
 - preparatory
 - high school
- District curriculum and/or assessment committees
- Out-of-district conferences/workshops
- In-district continuing teacher and leader education provided on district or level-wide professional learning days
- Summer Institutes
- Online Offerings
- Webinars
- Workshops or job-embedded coaching from professional consultants
- Workshops or job-embedded coaching from district instructional coaches

CONTINUING TEACHER AND LEADER EDUCATION - BELIEF STATEMENTS

We believe . . .

1. Job-embedded continual learning is an integral part of instruction.
2. The workshop model for instruction positively engages students and improves student achievement.
3. Collaboration is the key component for teacher, leader, and student learning.
4. All learners require differentiated and culturally responsive practices. Adult learners and student learners will be provided opportunities to meet their individual needs.
5. The effectiveness of instruction will be monitored and adjusted as indicated by the data.
6. Student achievement will improve when staff members are continuously provided updated technology, resources, and support.
7. Quality continuous learning for all staff members is vital to support implementation of systemic continuous improvement.

CONTINUING TEACHER AND LEADER EDUCATION - GUIDING PRINCIPLES

The CTLE program will build skills and capacities for improvement through comprehensive and ongoing continued learning activities, which focus on the school's and district's goals for improvement. Sound and practical continuous learning programs are a positive link to establishing good instructional practices that enhance the knowledge of curriculum content and design.

Continuing Teacher and Leader Education will:

- Be grounded in knowledge and research about teaching and learning
- Provide opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- Provide a common language around best educational practices for collegial dialogue within and across discipline
- Be accessible and inclusive to all staff and be seen as an integral part of daily practice
- Stimulate and support site-based initiatives
- Provide for sufficient time and follow-up support for staff to master new content and strategies
- Draw on the expertise of staff and take into account the differing degrees of experience present in school settings
- Assure participation to remain current in the field
- Engage each member of the school community towards professional growth
- Increase the likelihood that learning needs of students are met
- Align with the District strategic goals and NYS standards and assessments
- Be job embedded, continuous and sustained
- Be provided for each stage of the educator's career and at the appropriate levels: awareness, basic, advanced and follow-up

DEVELOPMENT AND ADOPTION OF THE CONTINUING TEACHER AND LEADER EDUCATION PLAN

In the ongoing effort to improve student achievement, school and district teams have reviewed student performance data for all students. Using information from this data, school teams and departments have developed strategic goals to address target areas such as: meeting the needs of struggling learners, students with disabilities, and increasing both the attendance and graduation rates.

In developing the District CTLE Plan, the team considered the following questions:

- What do we want students to know and be able to do?
- How will we know if students are learning and making gains?
- How will we respond when students do not learn or make expected gains?
- How will we extend and enrich the learning of students who demonstrate proficiency?

TIME FRAME

Summer – Fall 2022

- School leadership teams reviewed student achievement data:

- State Assessments
- Local (interim, formative, and summative) assessments

- Data teams reviewed RTI data

- Data Analysis and Planning Process (DAP) Teams reviewed other relevant data (ie: State and local assessments)
- School leadership teams focus school improvement planning efforts based on the analysis of the student achievement data

January – June 2023

- Sub-group of the staff CTLE steering committee met to create an initial draft of the Continuing Teacher and Leader Education Plan
- The plan was reviewed by the Teacher Resource Policy Board
- A final draft was presented and accepted by the Niagara Falls Board of Education
- The District Continuing Teacher and Leader Education Plan was implemented

NEW YORK STATE TEACHING STANDARDS

The continuous learning activities of the Niagara Falls City School District support the New York State Standards of high-quality continuing teacher and leader education and the ten standards that guide increasing student achievement.

Effective CTLE:

- Fosters a culture of continuous improvement for all engaged in the learning endeavor
- Improves the learning of all students, including those with different educational needs, learning styles, and abilities
- Bases its approach on clear research-based expectations for what teachers should know and be able to do to support student learning
- Takes place in professional learning communities
- Enables collaborative leadership and shared responsibility for improving teaching and learning
- Provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice
- Is job-embedded, directly relevant to classroom practice and provided over time
- Occurs when adequate resources are provided

TEN STANDARDS

Standard	Evidence
Designing Continuing Teacher and Leader Education	<ul style="list-style-type: none">• Based on data• Derived from the experience, expertise, and needs of recipients• Reflects best practices in sustained job-embedded learning• Incorporates knowledge of how adults learn
Content Knowledge and Quality Teaching	<ul style="list-style-type: none">• Expands educators' content knowledge and skills necessary to provide appropriate instructional strategies and assess student progress
Research-based Professional Learning	<ul style="list-style-type: none">• Research-based• Provides educators with opportunities to analyze, apply, and engage in research

Collaboration	<ul style="list-style-type: none"> • Educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment
Diverse Learning	<ul style="list-style-type: none"> • Educators have the knowledge and skill to meet the diverse learning needs of all students
Student Learning Environments	<ul style="list-style-type: none"> • Educators are able to create safe, secure, supportive, and equitable learning environments for all students
Parent, Family, and Community Engagement	<ul style="list-style-type: none"> • Engage and collaborate with parents, families, and other community members as active partners in children’s education
Data-driven Professional Practice	<ul style="list-style-type: none"> • Uses student data and other evidence of student learning to determine professional development learning needs and priorities • Uses student data to monitor student progress • Uses student data to help sustain continuous professional growth
Technology	<ul style="list-style-type: none"> • Promotes technological literacy • Facilitates the effective use of all appropriate technology
Evaluation	<ul style="list-style-type: none"> • Evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning

NEEDS/DATA ANALYSIS FOR THE CONTINUING TEACHER AND LEADER EDUCATION PLAN

The following items are analyzed annually to determine the focus and content of the Continuing Teacher and Leader Education Plan:

Student Achievement Data

- NYS School Report Cards
- NYS assessments
- District assessments (ie: Interim, Formative, and Summative)
- Student attendance and discipline rates
- Graduation and drop-out rates
- CSE referral rates
- RTI data
- AIMSweb data
- NWEA Measures of Academic Progress (MAP) data
- NYSELAT

Surveys

- School Performance Scan Survey for Instructional Staff
- Teacher Resource Center Professional Development Needs Assessment Survey
- Foundational Five Professional Learning Reflection Tool
- Youth Risk Behavior Survey
- Mentor Program Needs Assessment and Final Program Evaluation Surveys
- National Student Clearinghouse
- Family Engagement Survey
- Student Voice Survey Grades 3 – 12
- Leveraged leadership Inventory

Additional Data Sources

- BEDS data
- Teacher turnover rate
- Focus group structured interviews and feedback on specific workshop offerings (ex: New Teacher Orientation)
- College Boards (AP, SAT, ACT)
- Program evaluation reports from Grants (ex: TRC, MTIP)
- Cognitive Abilities Test (CogAT)
- Value-Added Resource Center (VARC) Study
- Frontline Educator Evaluation Reporting/Reports (Charlotte Danielson's Framework for Teaching)

**Niagara Falls City School District Continuing Teacher and Leader Education Plan
2023 – 2026
Implementation Plan**

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**District Focus Area:
Tenet 2- Leadership and Systems**

Goal:
By May 2026, 60% of competencies previously rated as Possible Risks will be rated Emerging Strengths according to the Leveraged Leadership Inventory.

Action Plan:

- Administer the Leveraged Leadership Inventory annually to all District Administrators
- Design Leverage Leadership Phases 4-6 for all District Administrators to address building capacity around identified competencies.
- Provide annual collaborative meeting time for Administrators to calibrate evidence collection and rating as per District APPR Plan (minimum of twice per school year).
- Provide School leader training for all phases of creating School Comprehensive Plans
- Schedule basic Leveraged Leadership workshops and mentoring sessions for all new administrators on an annual basis
- Reimagine and implement a new GOALS (Growing Our Administrators and Leaders) cohort around content with competencies from the Leveraged Leadership Inventory
- Schedule biannual School Comprehensive Education Plan review meeting with all School leaders.
- Create, implement and evaluate an updated, customizable “walk-through” tool and data dashboard for each school

Current benchmark data	Annual Mid-term benchmark data	Evidence of success	Providers of Continued Leader Education	Timeline
<p>Results of the most recent Leveraged Leadership Inventory revealed 5 of 25 competencies in the possible risk category. Those include Administrators self-rated ability to use low inference evidence and specific information from classroom visits to support recommendations for impactful instructional practices. Overall, Administrators indicated the need to improve the quality and frequency of their feedback to teachers in order to positively impact teaching practices and learner outcomes.</p>	<p>Review the Spring Leveraged Leadership Inventory in 2024, 2025 and 2026, 20% of competencies previously rated as Possible Risks will be rated Emerging Strengths.</p>	<ul style="list-style-type: none"> • Monthly walkthrough data will show consistent increases in proficient use of identified strategies compared to Sept. baseline. • Component ratings on the following Danielson 2011 elements will show a year-to-year increase in the number of teachers who score “Effective” or higher per building: <ul style="list-style-type: none"> ○ Domain 1(a-f): Planning and Preparation ○ Domain 2 (b-d): Classroom Environment ○ Domain 3 (a-e): Instruction 	<ul style="list-style-type: none"> • PLC- Leveraged Leadership Program Provider • Erie 1 and Orleans/Niagara BOCES Instructional Resource Team Trainers • District Contracted Partners and Outside vendors 	<p>Year 1 & Ongoing through years 2,3:</p> <ul style="list-style-type: none"> • Work with PLC/Leveraged Leadership Partners to develop Phase 4-6 of Leveraged Leadership • Create calendar with Administrators Meetings aligned with topics to help calibrate evidence collection and rating • Schedule Administrator Continuing Leader Education to build capacity in writing data- based School Comprehensive Education Plans (SCEP) each year. • Plan Biannual SCEP Meeting School Review Calendar to distribute to building Principals. • Schedule Basic Leveraged Leadership Training each summer/early school year for new administrators. • Create New Administrator Mentoring program groups through HRO. • HR/Curriculum Office will work to create alignment of GOALS with current district goals.

**District Focus Area:
Tenet 3/4- Curriculum and Instruction**

Goal:

By January of 2026, all school buildings will meet their predetermined growth target competencies (Student Ownership of Learning: Learning Targets, Student Engagement, Higher Order Questions, Checking for Understanding/Targeted Feedback, and Differentiated Instruction and Practice).

Action Plan:

- Continue to support best practices implementation district wide through coaching mentoring and training for each school faculty.
- Determine, by school, specific best practices competencies in need of improvement and implement differentiated school wide professional learning to strengthen implementation
- Support school leaders in collecting data to customize grade level, school based, and department level CTLE on predetermined competencies
- Infuse Foundational Five strategies into each phase of the curriculum renewal cycle with resources within curriculum maps
- Introduce and continue to develop Teacher Led Learning Walks with Teacher Leaders to build in teacher efficacy to impact instruction
- Continue to build on and expand DAP (Data Analysis and Planning) teams to review and plan next steps for instruction based on multiple measures of student performance for Grades Three to Twelve
- Examine critical student growth data in Data Teams for grades Kindergarten to Two using the school’s Data Dashboard to determine next steps for instruction
- Continue to enhance Integrated Co-Teaching (ICT)/Co-Teaching models for Special Education
- Continue to develop teaching models for English Language Learners
- Continue to broaden teachers’ proficiencies in utilizing assistive technology and the use of digital platforms
- Expand RTI and Early Intervention programming (Academic and Social Emotional) in grades Kindergarten to Twelve

Current Benchmark Data	Annual Benchmark Data	Evidence of Success	Providers of CTLE	Timeline
Schools will meet their pre-determined growth target based on Principal Walk-Throughs and NWEA.	Principal Walk-Throughs Elementary: NWEA Middle: NWEA High School: Graduation Rate	<ul style="list-style-type: none"> • Walk Through Data will show consistent increases in proficiency on competencies compared to baseline data. • Increases in student achievement on NWEA for Grades Kindergarten to Eight will reflect increased teacher proficiency in implementing the identified competencies. • Graduation rates at the high school level will reflect increased teacher proficiency in implementing the identified competencies. • As teachers grow more aware and proficient in implementation of the identified competencies, growth will be reflected on the individual buildings and Walk Through tool. 	<ul style="list-style-type: none"> • PLC- Foundational Five Program Provider • BOCES Instructional Resource Team Trainers • District Contracted Partners and Outside vendors • TRC Contracted Partners and teachers • School Leaders/ District Leaders • Instructional Coaches 	<p>Year 1 and Ongoing:</p> <ul style="list-style-type: none"> • Schedule PLC to build capacity within schools. • Administer a Walk-Through Tool specific to each individual school based on predetermined growth targets to monitor data on competencies and determine areas of need. • Introduce and build capacity to Teacher Led Learning Walks with Building Staff. • Continue to implement Next Generation Standards • Continue to train and roll out NYS Standards and testing protocols in Social Studies, Physical Education, Arts, World Languages, Technology, Computer Science • Plan DAP team meetings in core class areas to review data and plan for “next” instructional steps by subject/grade level

				<ul style="list-style-type: none">• Continue to train and support teachers on Math Exemplars and problem-solving strategies.• Include ICT/CT models in each school and offer CTLE opportunities• Continue to train/partner with UB and include Assistive Technology into lesson plans/ IEP Testing Modifications, etc.• Continue to partner with publishing companies to support differentiation and in-depth understandings of curriculum support materials in ELA and Math• Continue to train and partner with RTI program specialists to offer teachers and students multiple strands of tiered interventions P-12
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**District Focus Area:
Tenet 5- Social Emotional Learning/ Tenet 6- Family and Community Engagement**

Goal:

By September of 2026, educators across the district will integrate SEL into their practices so that students: 1. Are actively engaged with other students as part of their learning experiences; 2. Communicate effectively with one another and adults in the school; 3. Understand and appreciate diversities (culture, language, race, ethnicity, economic need, ability, gender identity); 4. Increase attendance and participation in school.

Action Plan:

- 1a. Determine Which SEL/Character Education programs to adopt or implement.
- 1b. Support teachers in program implementation through coaching and ongoing CTLE
- 2a. Identify Diversity Education Model for educators that focuses on the following: Race, Ethnicity, Ability, Economic Need, Gender Identity.
- 2b. Support teachers in program implementation through coaching and ongoing CTLE
3. School leaders will conduct Focus Walks to review classrooms for Culturally Responsive and Equitable practices and provide feedback, CTLE on areas of need.
- 4a. All Schools will monitor student attendance daily and have systems in place to manage chronic absenteeism.
- 4b. School leaders will support Counselors/Deans/Social Workers/ Classroom teachers in implementing incentives and protocols in place to address chronic absenteeism in their schools.

Current benchmark data	Triennial benchmark data	Evidence of success	Providers of CTLE	Timeline
<p>The PLC Student Voice Elementary Survey results state that 56.3% of students responded that, “Our school is positive and fun.” Additionally, 76.1% of students said that, “Our school does not allow bullying”</p> <p>The PLC Middle/High School Student Voice Survey results indicate that 55.7% of students responded that, “Our school leaders talk about the importance of learning.” Additionally, 78.7% of students responded that, “My teachers use technology in most lessons.”</p> <p>According to the NYSED Chronic Absenteeism Accountability Report, there is a higher percentage of chronic absenteeism in the following sub-groups of students: American Indian- 67.5 Hispanic- 72% SWD- 65% ELL- 62% Homeless- 81%</p>	<p>By May of 2026, The PLC Student Voice Elementary Survey results will state that 70.8% of students responded that, “Our school is positive and fun.” Additionally, 78.9% of students will say that, “We work with partners or in groups in my class.”</p> <p>The PLC Middle/High School Student Voice Survey results will state that 70% of students responded that, “In class, we often work with partners or in groups.”</p> <p>By May 2026, The NYSED Chronic Absenteeism Accountability Report, will show a 6% decrease in the percentage of chronic absenteeism in the following sub-groups of students: American Indian- 61% Hispanic- 66% SWD- 59% ELL- 62% Homeless- 75%</p>	<ul style="list-style-type: none"> • SEL/Diversity Ed programs are selected and teachers are consistently implementing them. • Student suspension rates and discipline referral rates will decrease. • Walkthrough data will indicate evidence of culturally responsive and equitable teaching/ positive and nurturing and inclusive classroom culture. • Stakeholder responses on surveys will indicate student enjoyment in coming to school, feeling safe and engaged in cooperative learning strategies. • Walk through data will indicate that teachers are planning for group and collaborative learning in their classrooms. • Attendance data will show decreased numbers of chronically absent students. • Parents and families will show increased participation in school and district events. 	<ul style="list-style-type: none"> • BOCES Instructional Resource Team Trainers • District Contracted Partners and Outside vendors • TRC Contracted Partners and teachers • School Leaders/ District Leaders • University of Buffalo Trauma Institute 	<p>Year 1 and Ongoing:</p> <ul style="list-style-type: none"> • The District SEL Committee will select PBIS/Character Education program to implement district wide. • Teacher training will be scheduled for implementation of PBIS/Character Ed in classrooms by teachers, Deans, Counselors and support staff. • Stakeholder Surveys will be administered and analyzed each May to assess progress towards goals. • School Administrators will conduct walkthroughs of classrooms focusing on implementation of Culturally Responsive Teaching and implementation of SEL protocols. • SEL Committees/School Leadership Teams will continue to meet to assess attendance/ mental health initiative success or needs district and school wide. • Ongoing training on SEL/Mental Health will be integrated into each of the district agreed upon PD Days. • Continue to partner with UB Institute on Trauma to include ongoing CTLE on Trauma and Mental Health for all teachers, staff and district leaders.

**District Focus Area:
Mentoring**

Goal: The Niagara Falls City School District will design, implement, and evaluate components of the mentoring program that will meet all state guidelines for mentoring and will attract and retain at least 97% of all highly qualified teachers for 2023-2026.

Action Plan:

- Set criteria and select mentors in compliance with NYS MTIP grant and local policies as set by the MTIP Advisory Board and Selection Committee
- Pair new teachers with veteran mentors in the same certification/ subject area, and pair new administrators with veteran mentors
- Set expectations for release time for first year teacher
- Schedule opportunities via TRC offering of courses, workshops, during-the-day training or study groups specifically identified for new teachers and mentors including: Classroom management, Discipline strategies, Curriculum alignment with NYS Standards, District initiatives (Literacy, Technology Integration, Math Strategies, Differentiated Instruction, etc.)
- Provide Mandated Mentor Training Course emphasizing teacher stage characteristics, roles of participants, coaching strategies, adult learning theory, role plays, etc.
- Communicate Mentor Program key components and expectations including hourly requirements: Year 1 = 60 hours/year, Year 2 = 40 hours/year, Year 3 = 30 hours/year, Year 3 + = 30 hours/year, Substitutes = 30 hours over 2 semesters with a building level mentor
- Publicize expectations via the NFCSD website under “Teacher Mentor Program”
- Gather data regarding the needs of MTIP participants
- Maintain NYS mandated mentoring and professional development records

Current benchmark data	Triennial benchmark data	Evidence of success	Providers of CTLE	Timeline
<p>Current Mentoring practices are in compliance with NYS guidelines for MTIP regulations according to the NYS Guidance Documents. According to HRO records, the current teacher retention rate in the CSCNF District is 100%.</p>	<p>By November of 2026 HRO records will indicate teacher retention rates of at least 95% of highly qualified teachers.</p>	<ul style="list-style-type: none"> • Monthly calendar/ logs with APPR codes will be updated and available • Bi-annual needs assessment surveys will show connection with mentoring logs • Walkthrough Data will show evidence growth from collaborative support for new teachers enrolled in MTIP. • HRO records will indicate teacher retention rates of 95-100% of highly qualified teachers 	<ul style="list-style-type: none"> • Mentor Advisory Board and Selection Committee • School administrators • MTIP Coordinator • MTIP Participants • TRC • District Contracted Providers 	<p>Year 1 and ongoing:</p> <ul style="list-style-type: none"> • MTIP Board Meetings • Veteran mentors will be paired in the early fall of each year with new teachers in common subject areas. • MTIP Coordinator and TRC staff will collaborate throughout the year to create course offerings, workshops, during-the-day training or study groups specifically identified for new teachers and mentor • MTIP Coordinator and TRC staff will collaborate to Provide Mandated Mentor Training Course emphasizing teacher stage characteristics, roles of participants, coaching strategies, adult learning theory, role plays, etc. • MTIP coordination will Communicate Mentor Program key components and expectations including hourly requirements yearly. • MTIP coordinator will Publicize expectations via the NFCSD website under “Teacher Mentor Program” • MTIP coordinator will create and distribute the Needs Assessment Survey at the end of each school year to gather data regarding the needs of MTIP participants. • MTIP coordinator will maintain NYS mandated mentoring and professional development records

EVALUATION SECTION

The goal of continuing teacher and leader education evaluation is to establish correlations and evidence that link professional learning initiatives with measurable progress toward mutually established goals and objectives focused upon promoting increased student achievement. In turn, such data will be utilized to inform planning of future professional learning offerings. A research-based framework for evaluation of professional learning involving collection and analysis of five levels of information is presented by Thomas R. Guskey. Guskey presents five (5) critical levels of professional learning evaluation including:

1. Participants' reactions
2. Participants' learning
3. Organization support & change
4. Participants' use of new knowledge and skills
5. Student learning outcomes

Level of Information	Data collection to support professional development evaluation	Who's responsible for gathering/contributing	Evaluation Strategies
Participants' reactions	<ul style="list-style-type: none"> • Participant feedback form – completed as part of the “ticket out” of session • Send out random National Staff Development Council for Quality Continuing Teacher and Leader Education Rubrics to previous attendees for ratings 	<ul style="list-style-type: none"> • Presenters – send to appropriate offices • Reviewed by grant evaluators 	<ul style="list-style-type: none"> • Collect and analyze data from professional feedback forms and rubrics to inform future opportunities
Participants' learning	<ul style="list-style-type: none"> • Observation of classroom instruction • Targeted “Focus Walks” 	<ul style="list-style-type: none"> • School-based and District administrators 	<ul style="list-style-type: none"> • Staff members complete Personal CTLE Reporting Form annually – reviewed by TRC and HR department • School and District administrators conduct targeted “Focus Walks” looking for evidence of practices learned in CTLE; feedback is compiled and shared with participants
Organization Support & Change	<ul style="list-style-type: none"> • School Improvement Plans • Focus groups for different levels and disciplines within the district 	<ul style="list-style-type: none"> • Individual schools • District and school administrators • Office of Human Resources • Teacher Resource center 	<ul style="list-style-type: none"> • Monitor and analyze group input to determine CTLE offerings and alignment with student need
Participants Use of New Knowledge and Skills	<ul style="list-style-type: none"> • Participant reflections (oral and/or written) on how to apply new knowledge • Direct observations 	<ul style="list-style-type: none"> • Presenters • School and District administrators • Instructional Coaches 	<ul style="list-style-type: none"> • Assess the application of new knowledge and skills through classroom observations • Review work and evidence from participants that shows application of new skills and knowledge
Student Learning Outcomes	<ul style="list-style-type: none"> • Achievement/progress data from state and District (online assessments) • DAP/Interim Assessments by grade level • Universal Screenings and Progress monitoring (R&I) 	<ul style="list-style-type: none"> • District and school administrators • School Data Teams • DAP Teams • Instructional coaches 	<ul style="list-style-type: none"> • Connect student performance as measured by state and local assessments to CTLE opportunities and needs • Report of effectiveness of CTLE programs on student performance to the BOE

Sources:

Adapted from The Institute for Learning: Learning & Research Development Center, University of Pittsburgh (2001) ; Guskey, T.R., (2000), Evaluating Professional Development, Thousand Oaks, CA: Corwin Pres.

Long-Term Evaluation of Continuing Teacher and Leader Education Programs will include:

Student Achievement Data

- School Report Card
- New York State and District Assessments
- Student attendance and discipline rates
- Graduation and drop-out rates
- CSE referral rates
- State benchmarks for student performance
- AIMSweb
- RTI Data
- NWEA Measures of Academic Progress (MAP) data

Surveys

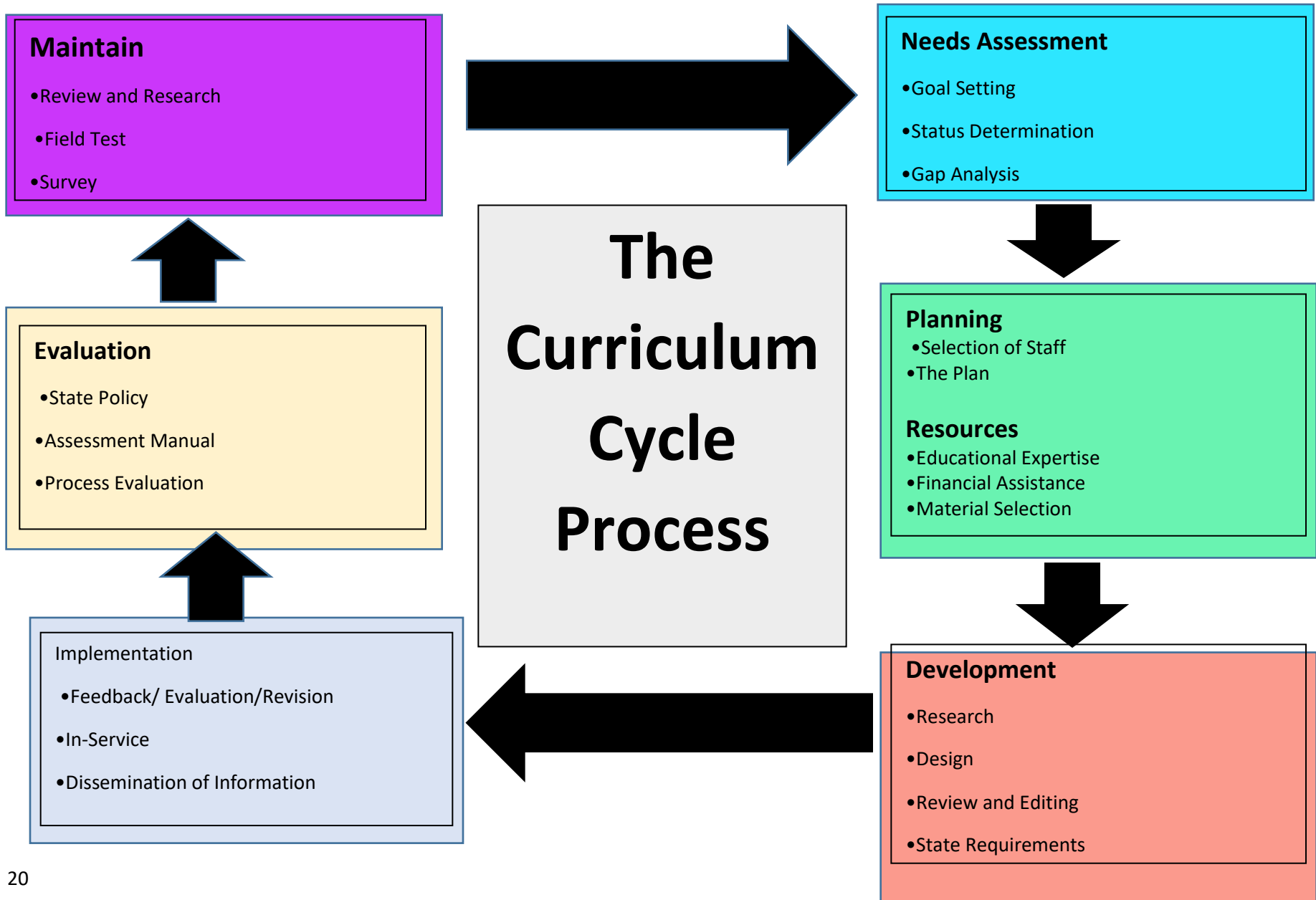
- Teacher Resource Center Continuing Teacher and Leader Education Needs Assessment Survey
- CSE Survey of Staff & Parent
- Positive Behavioral Interventions and Supports Survey
- Mentor Program Needs Assessment and Final Program Evaluation Surveys
- National Student Clearinghouse

Other Data Indicators

- BEDS data
- Teacher turnover rate
- Teacher Annual Professional Performance Review, Observations/Evaluations
- Focus group structured interviews and feedback on specific workshop offerings
- Program evaluation reports from Grants (ex: TRC, TQE, MTIP)
- Test Wiz

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THE CURRICULUM CYCLE PROCESS



APPENDIX 2:

**NYS ELA ASSESSMENT RESULTS
NYS ELA EXAM
2020-21 through 2021-22**

Niagara Falls 3-8 Performance Summary by Level - Overall District

		Totals		Level 1			Level 2			Level 3			Level 4			Proficient			Refused		Not Tested				
		Total Tested	Total Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	%	# Absent	# Fully Remote	# Medically Excused	# Administrative Error	# Taking Regents
Grade 3 ELA	2022	470	502	205	44%	41%	196	42%	39%	69	15%	14%	0	0%	0%	69	15%	14%	9	2%	22	0	1	0	0
	2021	344	527	125	36%	24%	120	35%	23%	91	26%	17%	8	2%	2%	99	29%	19%	3	1%	20	159	1	0	0
Grade 4 ELA	2022	481	509	241	50%	47%	146	30%	29%	77	16%	15%	17	4%	3%	94	20%	18%	6	1%	21	0	1	0	0
	2021	302	453	104	34%	23%	111	37%	25%	58	19%	13%	29	10%	6%	87	29%	19%	4	1%	10	135	2	0	0
Grade 5 ELA	2022	409	439	208	51%	47%	129	32%	29%	56	14%	13%	16	4%	4%	72	18%	16%	6	1%	22	0	2	0	0
	2021	320	492	166	52%	34%	78	24%	16%	47	15%	10%	29	9%	6%	76	24%	15%	1	0%	14	156	1	0	0
Grade 6 ELA	2022	453	479	171	38%	36%	93	21%	19%	97	21%	20%	92	20%	19%	189	42%	39%	1	0%	25	0	0	0	0
	2021	333	516	141	42%	27%	84	25%	16%	71	21%	14%	37	11%	7%	108	32%	21%	2	0%	21	156	4	0	0
Grade 7 ELA	2022	485	532	180	37%	34%	165	34%	31%	113	23%	21%	27	6%	5%	140	29%	26%	4	1%	43	0	0	0	0
	2021	310	561	136	44%	24%	93	30%	17%	68	22%	12%	13	4%	2%	81	26%	14%	3	1%	72	176	0	0	0
Grade 8 ELA	2022	503	565	126	25%	22%	218	43%	39%	128	25%	23%	31	6%	5%	159	32%	28%	3	1%	59	0	0	0	0
	2021	289	536	79	27%	15%	125	43%	23%	49	17%	9%	36	12%	7%	85	29%	16%	5	1%	75	167	0	0	0

APPENDIX 3:

NYS MATH ASSESSMENT RESULTS
 NYS MATH EXAM
 2020-2021 through 2021-2022

Niagara Falls 3-8 Performance Summary by Level - Overall District

		Totals		Level 1			Level 2			Level 3			Level 4			Proficient			Refused		Not Tested				
		Total Tested	Total Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	% of Tested	% of Eligible	#	%	#	# Fully Remote	# Medically Excused	# Administrative Error	# Taking Regents
Grade 3 Math	2022	470	498	282	60%	57%	118	25%	24%	57	12%	11%	13	3%	3%	70	15%	14%	11	2%	17	0	0	0	0
	2021	354	527	236	67%	45%	73	21%	14%	38	11%	7%	7	2%	1%	45	13%	9%	4	1%	6	159	4	0	0
Grade 4 Math	2022	482	507	286	59%	56%	118	24%	23%	62	13%	12%	16	3%	3%	78	16%	15%	6	1%	14	0	5	0	0
	2021	302	449	217	72%	48%	56	19%	12%	23	8%	5%	6	2%	1%	29	10%	6%	2	0%	9	133	2	0	0
Grade 5 Math	2022	420	441	277	66%	63%	76	18%	17%	48	11%	11%	19	5%	4%	67	16%	15%	10	2%	10	0	1	0	0
	2021	319	490	204	64%	42%	66	21%	13%	33	10%	7%	16	5%	3%	49	15%	10%	2	0%	13	155	1	0	0
Grade 6 Math	2022	453	474	238	53%	50%	112	25%	24%	75	17%	16%	28	6%	6%	103	23%	22%	2	0%	18	0	1	0	0
	2021	337	516	214	64%	41%	83	25%	16%	30	9%	6%	10	3%	2%	40	12%	8%	2	0%	17	156	3	0	0
Grade 7 Math	2022	490	538	267	54%	50%	138	28%	26%	56	11%	10%	29	6%	5%	85	17%	16%	7	1%	36	4	1	0	0
	2021	310	562	161	52%	29%	90	29%	16%	46	15%	8%	13	4%	2%	59	19%	10%	3	1%	71	178	0	0	0
Grade 8 Math	2022	5	300	5	100%	2%	0	0%	0%	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	294	0	0	0	0
	2021	4	9	3	75%	33%	1	25%	11%	0	0%	0%	0	0%	0%	0	0%	0%	2	22%	2	1	0	0	0

APPENDIX 4:

NEW YORK STATE HIGH SCHOOL REGENTS EXAM RESULTS
June NYS Regents Exam Results for Niagara Falls High School
June 2020 through June 2022

Niagara Falls Regents Performance Summary by Level - Overall Niagara Falls HS

		Totals	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient	
		Total Eligible	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested
Regents Common Core Algebra I - Jun	2022	153	75	49%	39	25%	37	24%	2	1%	0	0%	39	25%
	2021	40	29	72%	7	18%	2	5%	0	0%	2	5%	4	10%
	2020	226	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents Common Core Algebra II - Jun	2022	184	85	46%	50	27%	37	20%	9	5%	3	2%	49	27%
	2021	94	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	2020	175	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents Common Core ELA - Jun	2022	664	80	12%	75	11%	209	31%	118	18%	182	27%	509	77%
	2021	96	8	8%	6	6%	34	35%	18	19%	30	31%	82	85%
	2020	400	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents Common Core Geometry - Jun	2022	345	257	74%	57	17%	25	7%	2	1%	4	1%	31	9%
	2021	283	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	2020	221	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents Global History Transition - Jun	2020	538	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents Living Environment - Jun	2022	23	14	61%	4	17%	4	17%	1	4%	0	0%	5	22%
	2021	31	12	39%	12	39%	7	23%	0	0%	0	0%	7	23%
	2020	361	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents NF Global History - Jun	2022	374	84	22%	90	24%	139	37%	50	13%	11	3%	200	53%
	2021	209	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents Phy Set/Chemistry - Jun	2022	149	68	46%	33	22%	38	26%	10	7%	0	0%	48	32%
	2021	69	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	2020	119	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents Phy Set/Earth Sci - Jun	2022	497	312	63%	67	13%	100	20%	18	4%	0	0%	118	24%
	2021	103	61	59%	8	8%	25	24%	9	9%	0	0%	34	33%
	2020	465	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Niagara Falls Regents Performance Summary by Level - Overall Niagara Falls HS

		Totals	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient	
		Total Eligible	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested	#	% of Tested
Regents Phy Set/Physics - Jun	2022	21	6	29%	2	10%	8	38%	5	24%	0	0%	13	62%
	2021	18	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	2020	49	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Regents US History&Gov't - Jun	2021	25	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	2020	398	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

APPENDIX 5A:

ACCEPTABLE ACTIVITIES FOR CTLE REQUIREMENTS GUIDELINES FOR COMPLETING THE CONTINUING TEACHER AND LEADER EDUCATION REQUIREMENT (CTLE) 100 HOURS

Holders of a *Professional certificate* must complete 100 hours of professional development and holders of a *Level III Teaching Assistant certificate* must complete 100 hours every registration period.

The following activities may be used toward meeting the 100 hours of Continuing Teacher and Leader Education documentation of activities must be maintained by certificate holder and be retained for three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

1. Coursework and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional service providers.
2. Coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for an extension to certification.
3. Collaboration with other teachers, teaching assistants, and student teachers to examine case studies of student work.
4. Regional scoring of state assessments or assessment of student portfolios.
5. Creation and assessment of teacher or teaching assistant portfolios.
6. Participation as a mentor in the district's teacher mentor program – up to 30 CTLE hours per 5-year registration period.
7. Research projects. This includes online research.
8. Collegial study groups such as “critical friends” activities, structured guided reflection activities focused on student learning.
9. Formal programs of peer coaching or peer review.
10. Curriculum planning and program development.
11. National Board certification or re-certification – teachers who earn the certification have met the CTLE requirement during the registration period in which the certification is achieved, provided the CTLE language acquisition requirement is also met.
12. Sabbaticals related to content specialty or enhancement of teaching strategies.
13. Reviews of student performance data to be used as a basis for making decisions about one's own professional learning.
14. Statewide curriculum development.
15. NYSTCE “assessor” or test development committee member.
16. Publication in an educational journal.
17. Presentation of a major paper.
18. Service as an elected officer in a professional organization.
19. Service on School Leadership committees.
20. Job-embedded staff development activities such as Superintendent Conference Days for professional learning or other district CTLE initiatives.
21. Others with approval.

Appendix 5B:

Examples of Activities to Meet the CTLE Language Acquisition Requirement

Best Practices

- Best practices for Bilingual Education (Dual Language and Transitional programs)
- Best practices for English as a New Language (ENL)
- Academic language and English Language Learners (ELLs)/Multilingual Learners (MLLs)
- Co-teaching strategies, structures and supports
- Effective literacy strategies for ELLs/MLLs
- Scaffolds that support ELLs/MLLs in mastering core content
- Home Language and literacy development
- Aligning instructional resources to meet the needs of ELLs/MLLs
- Lesson Planning using the Targets of Measurement (TOMs), Performance Level Descriptors (PLDs), and the Bilingual Common Core Progressions

Identification, Placement, Assessment

- Identification procedures for ELLs/MLLs
- Response to Intervention (RTI) for ELLs/MLLs
- Identification and placement procedures for ELLs/MLLs
- Assigning credits and reviewing international transcripts
- Appropriate assessment procedures/approaches to ELL/MLL assessment
- Language Learning vs. Disability

IEPs, Instruction, Students with Disabilities

- Integrating language and content instruction for ELLs/MLLs
- Meeting the needs of subpopulations of ELLs/MLLs (e.g., Students with Interrupted/Inconsistent Formal Education, ELLs/Students with Disabilities, Newcomers, Developing ELLs, Long Term ELLs, Former ELLs)
- Bridges training for Low Literacy SIFE
- Bilingual Common Core Progressions
- Best practices for working with ELLs/MLLs with an IEP
- Gifted and Talented ELLs/MLLs

Home, Family, Community, Culture, and Social

- Home language and literacy development in Bilingual Education programs

- Strengthening home/school communication
- Cultural responsiveness or cultural competency training for teachers and administrators
- Best practices on how to support and sustain ELLs'/MLLs' social and emotional development needs, including creating a safe and supportive environment that is conducive to learning
- Supporting and strengthening family and community engagement
- Cultivating a multilingual school environment
- Using the home language to accelerate English Language Development

Appendix 5C:

CTLE Language Acquisition Requirement

The continuing teacher and leader education (CTLE) language acquisition requirement varies by certificate holder.

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE 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 ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

APPENDIX 6:

CTLE Certificates of Completion and Records Maintenance

- The district's Teacher Resource Center (TRC) processes and verifies all internal credit requests.
- All records are maintained in WNYRIC's PDP Premier application.
- Eligible staff who earn credits from external sponsors must forward appropriate documentation (i.e.: certificates) to NFCSD TRC staff.
- The district uses the NYSED model certificate (attached).
- All certificates or verification forms from external sponsors must include all elements of the NYSED form.

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Office of Teaching Initiatives

89 Washington Avenue

Albany, New York 12234

www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I:			
First Name:	Last name:	Middle Initial:	
Date of Birth: _____/_____/_____	Last 4 Digits of the Social Security Number: _____		
Section II			
Name of Venue: _____			
Street Address:	City:	State: NY	Zip Code:
CTLE Activity Title: _____ (Indicate title/subject/grade level, etc.)			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date(s): from: ___/___/___ to ___/___/___ Number of hours awarded ___ (mm) (dd) (yyyy) (mm) (dd) (yyyy)			
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: _____			
Print Name of Authorized Certifying Officer : _____			
Signature of Authorized Certifying Officer: _____			
Approved Provider Identification Number: _____ Date: _____			
Email: _____ Phone #: _____			

(Rev. 06/2016)

**APPENDIX 7:
GUIDELINES FOR HIGH QUALITY MENTORS**

Ensure that the program is staffed by quality mentor teachers who meet the following criteria:

1. Are recognized as an outstanding teacher with high standards of professionalism
2. Are lifelong learners and value inquiry and reflection
3. Have knowledge of pedagogy policies and procedures
4. Understand the adult learner
5. Are patient, understanding, accessible, helpful, confident and trustworthy
6. Appreciate and understand diversity and its impacts on learning in new teachers as well as in students

Ensure that mentors:

1. Help beginning teachers transition from preparation to practice
2. Maintain a trusting relationship with the new teacher
3. Serve as an advocate and a resource
4. Provide a variety of perspectives and informal feedback
5. Co-teach and co-plan
6. Demonstrate commitment to professional development by participating in and/or leading continuing teacher and leader education programs

Ensure that mentors reinforce the responsibility of the novice teacher to:

1. Plan regular meetings with their mentor and seek help when needed
2. Ask questions to understand district policies and procedures
3. Observe other teachers teaching, planning, reflecting and conferencing
4. Share previous classroom experiences and/or recent academia that may be relevant
5. Participate in CTLE opportunities and apply to their current practice

Ensure that information obtained by the mentor through interaction with the new teacher is NOT:

1. Used for evaluating or disciplining the new teacher unless withholding such information poses a danger to the life, health, or safety of an individual.

APPENDIX 8:

LIST OF NON-DISTRICT PROVIDERS

The following is a list of non-district providers, along with a brief description of the CTLE activities they will be providing:

Amplify ELA: Grades 6 – 8 English Language Arts

55 Washington Street, Suite 800

Brooklyn, NY 11201-1071

Phone: (800) 886 – 9126

Fax: (646) 403 – 4700

www.Amplify.com

Amplify ELA is a provider of a Grades 6 – 8 ELA curriculum used in District. They provide curriculum support and in-class coaching for teachers using the resources.

Cengage Learning (a subsidiary of National Geographic Learning)

National Geographic Learning

10650 Toebben Drive

Independence, KY 41051

Phone: (888) 915 – 3276

Cengage publishes a wide range of print and digital resources in core subject areas. They provide varied professional development, including product support and training related to assessing learning with their products.

Child Care Resource Network - □ Susan DiNatale

1000 Hertel Avenue

Buffalo, New York 14216

Phone: (716) 877 – 6666

The Child Care Resource Network works with school Districts in the Western New York area to provide early childhood training sessions for both teachers and parents. Topics include, but are not limited to Music and Movement, Art in the early childhood classroom and gross motor development with 3- and 4-year-old students.

Erie 1 BOCES Instructional Resource Team
355 Harlem Road
West Seneca, NY 14224

Erie 1 specialists provide instructional support for secondary social studies and special education teachers.

Jon Erwin
38 Livingston Street
Warsaw, NY 14569

Jon is a published author of several books about SEL in schools. He presents on SEL and also co-teaching classroom management with a basis in SEL. He currently serves as the director of the Erie One BOCES Teacher Center.

Elizabeth Falzone
Niagara University
5795 Lewiston Road
Niagara University, NY 14109

Elizabeth provides resources and supplemental teaching strategies to teachers to enrich support for English Language Learners.

Houghton Mifflin Harcourt
Intervention Solutions
255 38th Street, Suite L
St. Charles, IL 60174

Houghton Mifflin Harcourt (HMH) is the publisher of Journeys, the primary literacy program used in Niagara Falls City School District schools. HMH provides training and support to schools at various levels, from basic to customized coaching and staff development.

Dr. Lisa Kilanowski
9010 Caroline Lane
Boston, NY14025

Dr. Kilanowski is a consultant that provides resources and support for staff on social, emotional and behavioral health of children. She also provides guidance for progress monitoring along with providing templates that support the creation of the district's MTSS handbook.

Anne Kent Kwasniewski
Sorento Educator
1183 Beha Road
West Leyden, NY 13489

Anne is a reading specialist in the North Country. She provided professional learning book studies as well as reading strategy book studies via google classroom.

Lakeshore Learning -Patti-Jo Wilson
2695 E. Dominquez
Carson, CA 90895
Phone: (718) 530 – 4819

Lakeshore Learning provides both materials and professional development for children from birth – 1st grade. Training sessions are designed to align with each District's curriculum resources, and the NYS Early Learning Guidelines. Patti-Jo Wilson is a certified trainer for Lakeshore.

Kristen LeBeau
PO BOX 10
Skaneateles, NY 13152

Kristen presents virtual math CTLE. She works with teachers on topics such as teaching number sense and teaching for thinking using math.

**Mental Health Advocates of Western New York
1021 Broadway 5th Floor
Buffalo, New York 14212**

Mental Health Advocates of Western New York provides youth mental health first aid training to staff members. The training is designed to teach staff members how to help adolescent youth experiencing mental health challenges such as creating an action plan for responding to students during a crisis and non-crisis situation.

**McGraw-Hill
1325 6th Avenue
New York, NY 10019**

Mc-Graw Hill provides elementary school teachers with online virtual continuing teacher and leader education training sessions that provide teachers with necessary CTLE certificates.

**National Federation for Just Communities of Western New York, Inc.
360 Delaware Avenue Suite 106
Buffalo, NY 14202**

Consultants provide staff with diversity training and other workshop topics including socioeconomic disparities, building inclusion for students and classrooms, and working with immigrant and refugee students.

**Niagara Alliance Restorative Practices (NARP) -Bonnie Kane
5585 Mapleton Road
Lockport, NY 14094**

Consultants provide training for staff that provides strategies and structures for building relationships with students. Consultants are certified trainers for restorative educational practice.

**PLC Associates PLC Associates
PO Box 130 PO Box 720
Pittsford, NY 14534 Naples, FL 34102
Phone: (585) 264 – 0886**

PLC Associates is a NYSED certified OEE (Outside Education Expert). The stakeholders' surveys and CTLE they provide help school districts construct viable district and school improvement plans as required under ESEA.

Price Center-Emily Bystrack

278 Delaware Avenue

Buffalo NY 14202

Emily presents in face-to-face presentations in all facets of LGBTQ+ in schools. She has presented on appropriate language and state law as well as various other topics.

Savvas Learning Company

15 East Midland Avenue #502

Paramus, NJ 07653

Savvas Learning provides CTLE support for Investigations 3 math program used in grades Kindergarten to grade 5.

See Through Math –Carrie Cino

245 Woodstream Drive

Grand Island, NY 14072

Carrie is a former math coach of the Niagara Falls City School District and oversees CTLE on math at the elementary level. She uses BRAININGCAMP (digital math manipulatives) webinars for elementary teachers as well.

Teaching Strategies, LLC

4500 E. West Highway, Suite 300

Bethesda, MD 20814

Phone: (301) 634 – 0818

Teaching Strategies/Creative Curriculum is the curriculum that is currently being used in both Pre-K 3 and Pre-K 4 classrooms. The program is highly regarded by the New York State Office of Early Learning. When implementing the program with fidelity, a series of CTLE and on-site coaching sessions are required. Krissy Kimball is the certified trainer that has and will continue to provide these sessions.

Tell Consulting (Teaching English Language Learners)

376 Dansworth Road

Youngstown, NY 14174

Phone: (716)-531-5306

Tell Consulting provides our district with customized support while educating staff on how to use readily available resources along with effective teaching practices to foster growth in speaking, listening, reading and writing in all content areas for English Language Learners.

The Art of Education University

518 Main Street Suite A

Osage, IA 50461

The Art of Education provides professional learning platforms with on-demand access to instructional video training and supplemental video resources for art educators.

University at Buffalo – Trauma Informed Care (Department of Social Workers)

UB Commons, Suite 211

520 Lee Entrance

Amherst, NY 14228

Consultants provide teachers with professional consulting services and classroom-based coaching for identifying trauma and trauma informed care.

Wilson Language Training

47 Old Webster Road

Oxford, MA 01540

The Niagara Falls City School District uses the Wilson Language Foundations program in its grades Kindergarten through 2 classrooms. As a recognized leader in multisensory, structured language programs, Wilson brings more than a decade of systematic and explicit instruction to the K – 3 classroom. Based on the Wilson Reading System principles, Wilson Foundations provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation, and evaluation of the CTLE plan were conducted by a CTLE team that included teachers, administrators, and others identified in the plan.

- The plan focuses on improving student performance and teacher practice as identified through data analysis.

- The plan describes CTLE that:
 - Is aligned with State content and student performance standards;
 - Is articulated within and across grade levels;
 - Is continuous and sustained;
 - Indicates how classroom instruction and teacher practice will be improved and assessed;
 - Indicates how each teacher in the district will participate; and
 - Reflects congruence between student and teacher needs and district goals and objectives.

- The plan indicates an evaluation of the effectiveness of CTLE and a mechanism to adjust activities based upon evaluation.

- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.



Mr. Mark Laurrie
Superintendent of Schools

3 - 27 - 2023

Date