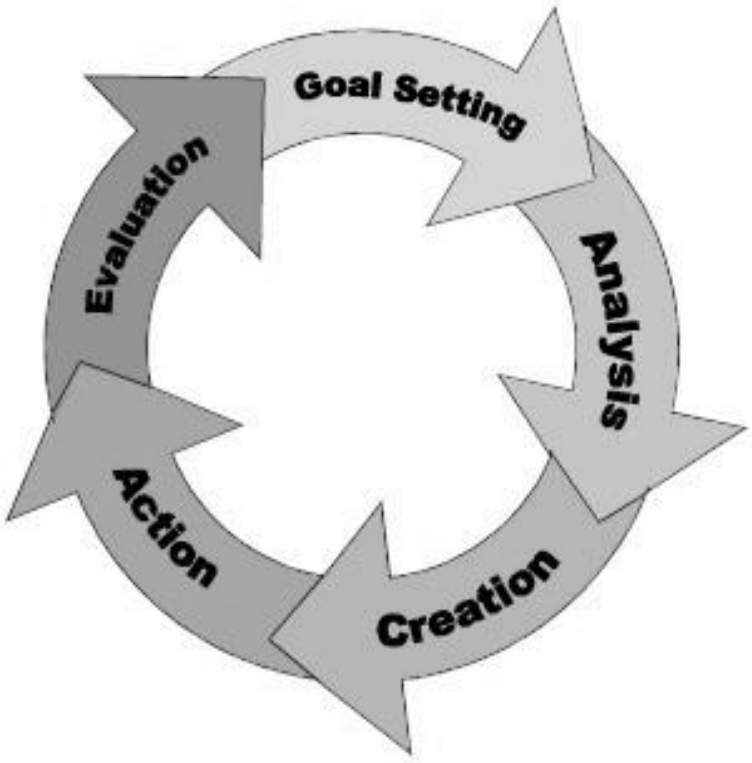
Madrid-Waddington Central School District

Professional Learning Plan
2025-2026



Madrid-Waddington Central School District

Professional Learning Plan

District Name: Madrid-Waddington Central School District

Beds Code: 511901040000

Superintendent: Eric Burke

Address: 2582 State Highway 345, P.O. Box 67, Madrid, NY 13660

Phone: (315) 322-5746

Fax: (315) 322-4462

Mission Statement

The Madrid-Waddington Central School District, in partnership with home and community, within a safe environment of empathy, compassion and respect, commits to maximizing each student's achievement in all domains regardless of learning style or ability.

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I. Professional Learning Planning Team

Name	Title
Eric Burke	Superintendent
Nicole Weakfall	Elementary Principal
April Sharlow	Teaching Assistant
Katrina Bailey	Math Teacher
Conner Eldridge	ELA Teacher
Joe Binion	Jr. – Sr. Principal
William Todd	Special Education Teacher
Nicole Baxter	Parent Representative/Teacher
Toni Siddon	Counselor
Brenda McCall	Jr. High Teacher
Angela Drumm	Title I Teacher

A district team reviews and develops the Professional Learning Plan (PDP). The Professional Learning Planning Team has been actively involved in the following tasks:

- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan

II. Professional Learning Plan Yearly Requirement and Compliance

This Professional Learning Plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create Professional Learning Plans that are reviewed annually.

Additionally, Professional Learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The Madrid-Waddington Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and Professional Learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

The requirements of CR 100.2(dd) to have a Professional Learning Plan for the succeeding school year have been met.

The Superintendent of the district will certify to the Commissioner that the requirements of the Professional Learning Plan for the succeeding school year have been met and are compiled and are applicable to the current school year.

The school district has complied with the Professional Learning Plan applicable to the current school year.

The team will submit to the Board of Education a recommended Professional Learning Plan by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

The purpose of this plan is to improve student learning by providing meaningful, focused, Professional Learning opportunities that are aligned with the Learning Standards of New York State.

III. Introduction

This Professional Learning Plan for the Madrid-Waddington Central School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to Professional Learning is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

The purpose of Madrid-Waddington Central School District's Professional Learning Plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our Professional Learning program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical Professional Learning programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

As such, Professional Learning in the Madrid-Waddington Central School District will:

- reflect a commitment to ongoing and continuous Professional Learning that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of Professional Learning focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of Professional Learning will provide opportunities to gain an understanding of the theory underlying the knowledge (context) and skills being learned
- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models essential for successful implementation of Professional Learning

Our comprehensive Professional Learning Plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a Professional Learning Planning process.

IV. Needs Assessment

As part of the ongoing Professional Learning Planning cycle, the Madrid-Waddington Central School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the Professional Learning Plan:

- Student Achievement Data
- School Report Card
- BEDS data
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Student Cohort Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Recommendations
- Counseling Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews

- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RTI Records
- Elementary Benchmark Reading Assessments
- College Boards (AP, SAT) Surveys
- Professional Learning Needs Assessment Surveys
- Professional Learning Evaluation/Feedback Surveys
- Additional Data Sources
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

V. Description of the Plan

The New York State Professional Learning Standards and the related indicators will guide high quality Professional Learning offered by providers. Use of the standards will increase coordination of effort and consistency in providing Professional Learning to all school personnel ensuring consistent high quality Professional Learning leading to increased student achievement.

The New York State Professional Learning Standards are based on fundamental knowledge about contextual factors from converging research about effective Professional Learning and its ultimate impact on student learning. They are aligned with New York State Learning Standards.

The Ten Standards for High Quality Professional Learning

1. Designing Professional Learning: Professional Learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. Content Knowledge and Quality Teaching: Professional Learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Research-based Professional Learning: Professional Learning is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. Collaboration: Professional Learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional Learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional Learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. Parent, Family and Community Engagement: Professional Learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. Data-driven Professional Practice: Professional Learning uses disaggregated student data and other evidence of student learning to determine Professional Learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. Technology: Professional Learning promotes technological literacy and facilitates the effective use of all appropriate technology.

10. Evaluation: Professional Learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

All Professional Learning is aligned with New York standards and assessments. Future Professional Learning will emphasize and focus on improved student outcomes. New York State Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments.

Professional Learning opportunities currently existing are:

- Grade Level/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cadres
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research-based

practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses
- Online courses
- Professional Organizations and Networks
- Partnerships with Community, Business Industry, and Universities

The Professional Learning Planning Team researched effective practices in Professional Learning and meets to articulate and plan for Professional Learning across grade levels.

Key ideas of effective Professional Learning include:
- Ongoing, sustained Professional Learning
- Adequately funded Professional Learning
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi levels of training (awareness, in-depth, support of new skills)
- Integration of Professional Learning into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in Professional Learning initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

The plan will incorporate as many of these practices as possible to ensure that Professional Learning is continuous and sustained. Our Professional Learning Plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in Professional Learning, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students.

The district will measure the impact of Professional Learning on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

VI. Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Learning Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting will be sent to the Board of Education for review and approval.

The Professional Learning Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial Professional Learning to remain current and meet the learning needs of their students.

VII. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: "Activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner."

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The Madrid-Waddington Central School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.

For all other faculty and staff, the Madrid-Waddington Central School District meets* and will apply for an exemption from the Professional Learning requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Madrid-Waddington Central School District's total student population as of such date as established by the commissioner.*

CTLE Language Acquisition Requirement for ELLs

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.

IX. Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the Professional Learning of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Learning Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to

provide ongoing support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:

- familiarizing new teachers with district policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at NYS Learning Standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of a school district 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. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of Professional Learning every five years as prescribed in the Professional Learning Plan requirements.

On average teachers will be involved in a minimum of 20 hours of Professional Learning activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in Professional Learning activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided Professional Learning opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

The district receives teachers that have already gone through Professional Learning on school violence prevention and intervention. This training is now a requirement for teaching certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional Learning will be provided to all professional and supplementary school staff who work with students with disabilities.

X. Provisions for School Violence Prevention and Intervention Training

Madrid-Waddington Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

The Madrid-Waddington Central School District will provide refreshers on school violence prevention and intervention yearly.

XI. Record Keeping

Districts/sponsors will issue Certificates of Completion and maintain records of the CTLE awarded for 8 years. These records will be kept electronically and retained by the school district from the date of completion of the Professional Learning by the professional certificate holder and shall be available for review.

The district will utilize the NYSED CTLE Certificate of Completion Form.
https://www.highered.nysed.gov/tcert/pdf/ctle-certificate-completion-form.pdf

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

The district will maintain documentation of the implementation of the mentoring program described in the Professional Learning Plan. This information will be maintained by the school district for at least eight years from the date of completion of the mentoring activity and shall be available for review.

XII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

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

XIII. Goals and Implementation Plans for Professional Learning

The following Professional Learning goals and objectives have been identified for the 2025-2026 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: Comprehensive DTSDE School Framework developed for school and district improvement plans.

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this Professional Learning Plan.

XIV. Goals and Professional Learning Activities

Systems and Organizations: Effective schools establish schoolwide systems and structures that promote continuous improvement and success for all students.

Goal: Develop building & district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous Professional Learning.

Strategy: The district will examine the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Facilitate district planning processes.	Superintendent	Ongoing	Meeting Minutes
Provide lead teacher evaluator trainings which will review updates of CTLE requirements.	Superintendent	Ongoing	Training Conducted
Provide staff with training on the use of collaborative technologies for use in planning.	Superintendent	Ongoing	Training Conducted
Other possible PD activities to meet specific district's needs			
District Planning ● District Policies and Procedures ● Fiscal Responsibility ● Contracts ● Resources and Materials ● NYSED Updates ● Continuity of Instruction Plan ● Grant Writing ● Enrollment Process ● Technology ● Asynchronous/Synchronous	BOE, Superintendent, and District Administrators	2025-2026	Measurable district improvement based on surveys, contracts, best practices, NYSED regulations, attendance, graduation rates and NYSED Report Card
Health and School Safety ● COVID-19 Response			

● Reopening Plans ● Digital Citizenship ● CPR, AED, and FEMA ● School Violence Prevention ● Sexual Harassment Training ● DASA Training ● Right to Know ● Social Emotional Health and Safety ● Wellness			
Teacher Evaluation and Support ● APPR ● Teacher Mentoring Program			
Districtwide Services ● Special Education ● AIS-RTI			

School Leadership: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students.

Goal: District leaders will create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Strategy: School leaders ensure school community shares vision, mission/goals, makes strategic decisions to utilize resources, use APPR practices, and evidence-based systems to improve schoolwide practices.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Continued calibration and training of administrators for teacher evaluations.	Superintendent	2025-2026	Training conducted
Professional Learning will be provided for school and district management: fiscal, instructional, human resource, et. al.	District Leaders	2025-2026	Training conducted
Professional Learning on data driven instruction – assessments, evaluation, student feedback, etc.	District Leaders	2025-2026	Training conducted
Other possible PD activities to meet specific district's needs			
School Management and Planning ● Fiscal Responsibility ● Scheduling ● Community and School Planning ● Online/Distance Learning ● SchoolTool ● Technology ● Instructional Resources and Materials	District Leaders	2025-2026	Measurable School Improvement using observations, "look for" tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and trainings.
Leadership ● Specific Trainings on Leadership ● Innovation ● Communication and Collaboration ● Research			
Teacher Evaluation ● APPR ● Evaluator Experiences ● Teacher Evaluation			

● "Look For" Tools ● Informed Teaching and Evaluation Methods ● My Learning Plan			
Schoolwide Instructional Programs and Practices ● Data Informed Instruction ● Interdisciplinary Collaboration ● RTI Practices ● Standards Based Grading ● Utilizing Learning Resources			

Curriculum: Effective schools provide students with rigorous, coherent, and relevant curricula that prepares students for success.

Goal: The district will have an aligned and prioritized curriculum in at least one curricular area as evidenced by written documents.

Strategy: Develop vertically and horizontally aligned UPK-12 Curriculum and Assessments for all content areas based on NYS Learning Standards to improve UPK-12 student academic achievement on local and state assessments.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Provide Professional Learning to school leaders on curriculum work - standards prioritization and pacing.	Superintendent	Ongoing	Meeting minutes
Provide teachers and administrators with training to identify curricular gaps as evidenced by NYS and local assessments.	Principals	Ongoing	Training conducted
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	Principals	2025-2026	Prioritized curriculum
Provide support to all staff for literacy across all content areas.	Principals	2025-2026	Training conducted
Provide opportunities for teachers to deepen their understanding of subject specific content.	Principals	2025-2026	Training conducted
NYS curriculum will continue to be specially designed to meet the needs of SWD.	Principals/CSE Chair	2025-2026	Training conducted
Other possible PD activities to meet specific district's needs			
Curriculum Planning ● NYS Learning Standards ● Curriculum Alignment and Pacing ● Curriculum Maps ● Prioritize Curriculum ● Curriculum Gap Training ● Curriculum Modifications and Adaptations ● Use of technology integration for Curriculum (hardware, software, and instructional implementation) - Active Inspire	Superintendent, School Principals, and Teachers	2025-2026	Curriculum Alignment Data- Increased academic achievement for all students; APPR

- 1:1 Chromebooks - Clear Touch - Reading Eggs - Math Seeds ● Digital Citizenship ● Lesson and Unit Plans ● Targeted Needs and Curriculum ● Instructional Shifts ● Curricular Models ● Vertical/Horizontal Planning ● Customized Learning ● All Curricula Areas: ELA, Math, SS, Science, STEM etc. ● Electives ● Credit Acquisition ● Interdisciplinary ● Instructional Resources and Materials			
Literacy Curriculum ● NYS Standards and Curriculum ● Vocabulary Instruction ● Reading Curriculum ● Writing Curriculum			
Assessments ● Grading- Standards-Based ● Formative and Summative Assessments ● CBT- Computer Based Testing ● Rubrics ● Feedback to students			

Instruction: Effective teachers engage with students in a manner that promotes mastery and allows students to stretch their knowledge and deepen their understanding.

Goal: Teachers engage in strategic practices to address the learning needs of all students as measured by the 3-8 ELA and Math assessment results gaps between the district average and NYS will be reduced by 10%.

Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
Professional Learning will include the demonstration/modeling the use of technology as applicable.	Principals	Ongoing	Training/Modeling conducted
Provide Professional Learning for individual curricular areas.	Principals	Ongoing	Training conducted
Provide Professional Learning on evidenced-based instructional practices such as for student engagement, for increasing rigor in questioning and learning tasks, for teachers to use data to driven instruction, differentiated instruction, brain-based learning, and mindfulness.	Principals	2025-2026	Training conducted
Provide special education teachers with CDOS tracking, other instructional strategies and ACCES-VR Professional Learning.	CSE Chair	Ongoing	Training conducted
Provide Professional Learning for meeting NYS Teaching Standards.	Principals	2025-2026	Training conducted
Provide Professional Learning on AIS/RTI programs, assessments and interventions.	Principals/Title I Coordinator	2025-2026	Meeting minutes
Provide Professional Learning to support remote instruction	District and Building Leadership	2025-2026	CTLE Credit/ Successful completion of training and implementation
Other possible PD activities to meet specific district's needs			
Instructional Strategies ● Effective Teaching ● Differentiated Instruction ● Vocabulary Instruction	Superintendent, School Principals, and	2025-2026	Data- Increased academic achievement for all students; NYSED School Report Card, APPR

● Instructional Strategies ● Learning Styles ● Deep-level Thinking and Questioning Practices and Strategies – Rigor ● Coaching/Mentoring/Collaboration ● Intensity and Duration of Instruction ● Informed Teaching ● Game-Based Learning ● Project-Based Learning ● Growth Mindset ● Cooperative Learning ● Technology Integration ● Synchronous/Asynchronous Online Instruction ● Digital Choice Boards and Learning Menus	Leaders, Teachers		
AIS-RTI ● Progress Monitoring ● Student Goals and Needs ● Differentiated Instruction ● RTI Interventions ● Grouping			
Data Driven Instruction ● Questioning Practices ● Data Meetings ● Question Banks ● Common Interim Assessments ● Instructional Rounds			
Special Education ● Explicit Direct Instruction ● Customized Learning ● Modified Grading ● Instructional Modifications and Adaptations			

Social and Emotional Learning: Effective schools develop a systematic approach to Social-Emotional Learning to ensure that all students can develop social-emotional learning skills necessary for success within and beyond school.

Goal: Social, emotional, academic barriers to learning are reduced by 5% as evidenced by attendance records, VADIR incidents, and dropout rates.

Strategy: Social and emotional learning and skill-based instruction will lessen barriers to learning will allow students to develop social-emotional learning skills.			
Activities	**Responsible**	**Time Frame**	**Evaluation**
McKinney-Vento District Trauma-Sensitive Team (DTST) will develop a roadmap and tools to adopt a district-wide approach to addressing trauma and promote resilience in the learning environment.	District Trauma-Sensitive Team	Ongoing	Minutes/Trainings
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty, mindfulness, and trauma-informed strategies.	Support Leaders	2025-2026	Faculty meeting, training conducted
McKinney-Vento trainings on education of homeless children and youth for district staff, district liaison and Title I Mentors.	McKinney-Vento Grant Coordinator	3 network meetings/year	Training conducted
Provide Professional Learning in the area of self-regulation, stress management, and impulse control.	Principals	2025-2026	Training conducted
Provide Professional Learning for behavior management	Principals/CSE Chair	2025-2026	Training conducted
Other possible PD activities to meet specific district's needs			
District Policies and Regulations ● DASA Training ● Training in School Violence Prevention ● Digital Citizenship and Online Safety ● Classroom Management Techniques and Interventions	BOE, Superintendent, District Administrators, Counselors	2025-2026	Data: Attendance, Suspensions, Referrals, Surveys

• School Climate • Community Outreach • Support Resources			
Social Emotional Strategies • Behavior Modification Training • Therapeutic Crisis Intervention • Social Thinking • Mindfulness • Growth Mindset • Families in Poverty • Family Engagement • Informed Teaching • Positive Reinforcements • Trauma-Informed Strategies			
Programs • Character Education • Bullying Prevention • Counseling • McKinney-Vento • Research-Based Programs • Community Service • Advisory Groups			
Special Education • Referral Process • Behavioral Supports • RTI Practices			

Family and Community Engagement: Effective schools develop a systematic approach to Parent and Community Engagement to empower parents to effectively advocate for their child's learning and for the improvement of the school.

Goal: The district will create a culture of partnerships where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Strategy: Regular communication with students and families will identify student's strengths and needs, and foster high expectations for student achievement.			
Activities	Responsible	Time Frame	Evaluation
Provide Professional Learning on Math and Movement, literacy and other parent/child activities.	Principals	2025-2026	Parent partnership activities conducted
Professional Learning on developing parent partnerships.	District Leaders	2025-2026	Partnerships developed
Professional Learning on working with families in poverty.	District leaders	2025-2026	Training conducted
Other possible PD activities to meet specific district's needs			
Communication ● SchoolTool Portal ● District Newsletter ● FaceBook Page ● District Web Page ● Google Classroom ● Group Emails ● Title I Annual Meeting ● AIS/RTI Notifications ● Enrollment Process ● Communication/Collaboration ● Parent Square	Superintendent, District Administrators	2025-2026	Data: Attendance, Suspensions, Referrals, Surveys, Communication Logs

Parent Education and Engagement ● Title I Services ● Home School Supports ● Parents' Organization- PTO ● Post-Secondary Information ● Grade/School Transitions ● Web Sites ● Student Learning and Development Tips and Tools ● CTE Programs ● Family-School Partnership Building -Family Reading Nights 2x - per year -Teacher "Meets" -Open House -Parent Square -Grandparent's Day - Quidditch -K and Gr. Moving up ceremonies ● Links to NYS Learning Standards- http://www.nysed.gov/next-generation-learning-standards ● Counseling			

XIV. Appendix A

New York State Teaching Standards and Elements

Professional Learning offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning

1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels

1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes

1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students

1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning

1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning

1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

2.1 Knowledge of the content they teach, including relationships among concepts, tools of inquiry, and structures and current developments within their discipline[s]

2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts

2.3 Uses a broad range of instructional strategies to make subject matter accessible

2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement

2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge

2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice

3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning

3.2 Communicate clearly and accurately with students to maximize their understanding and learning

3.3 Set high expectations and create challenging learning experiences for students

3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement

3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology

3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment
4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
4.2 Creates an intellectually challenging and stimulating learning environment
4.3 Manages the learning environment for the effective operation of the classroom
4.4 Organize and utilize available resources [e.g. physical space, time, people, technology to create a safe and productive learning environment

Standard 5: Assessment for Student Learning
5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
5.3 Communicate information about various components of the assessment system
5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

Standard 6: Professional Responsibilities and Collaboration
6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth
7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
7.2 Set goals for and engage in ongoing Professional Learning needed to continuously improve teaching competencies
7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional Learning offerings for administrators will be designed with the ISLLC Standards in mind.

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders

A. Collaboratively develop and implement a shared vision and vision
B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
C. Create and implement plans to achieve goals
D. Promote continuous and sustainable improvement
E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
B. Create a comprehensive, rigorous, and coherent curricular program
C. Create a personalized and motivating learning environment for students
D. Supervise instruction
E. Develop assessment and accountability systems to monitor student progress
F. Develop the instructional and leadership capacity of staff
G. Maximize time spent on quality instruction
H. Promote the use of the most effective and appropriate technologies to support teaching and learning
I. Monitor and evaluate the impact of the instructional program

Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment

A. Monitor and evaluate the management and operational systems
B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
C. Promote and protect the welfare and safety of students and staff
D. Develop the capacity for distributed leadership
E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

A. Collect and analyze data and information pertinent to the educational environment
B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
C. Build and sustain positive relationships with families and caregivers
D. Build and sustain productive relationship with community partners

Acting with integrity, fairness, and in an ethical manner

A. Ensure a system of accountability for every student's academic and social success
B. Model principles of self-awareness, reflective practices, transparency and ethical behavior
C. Safeguard the values of democracy equity and diversity
D. Consider and evaluate the potential moral and legal consequences of decision making
E. Promote social justice and ensure that individual student needs inform all aspects of schooling

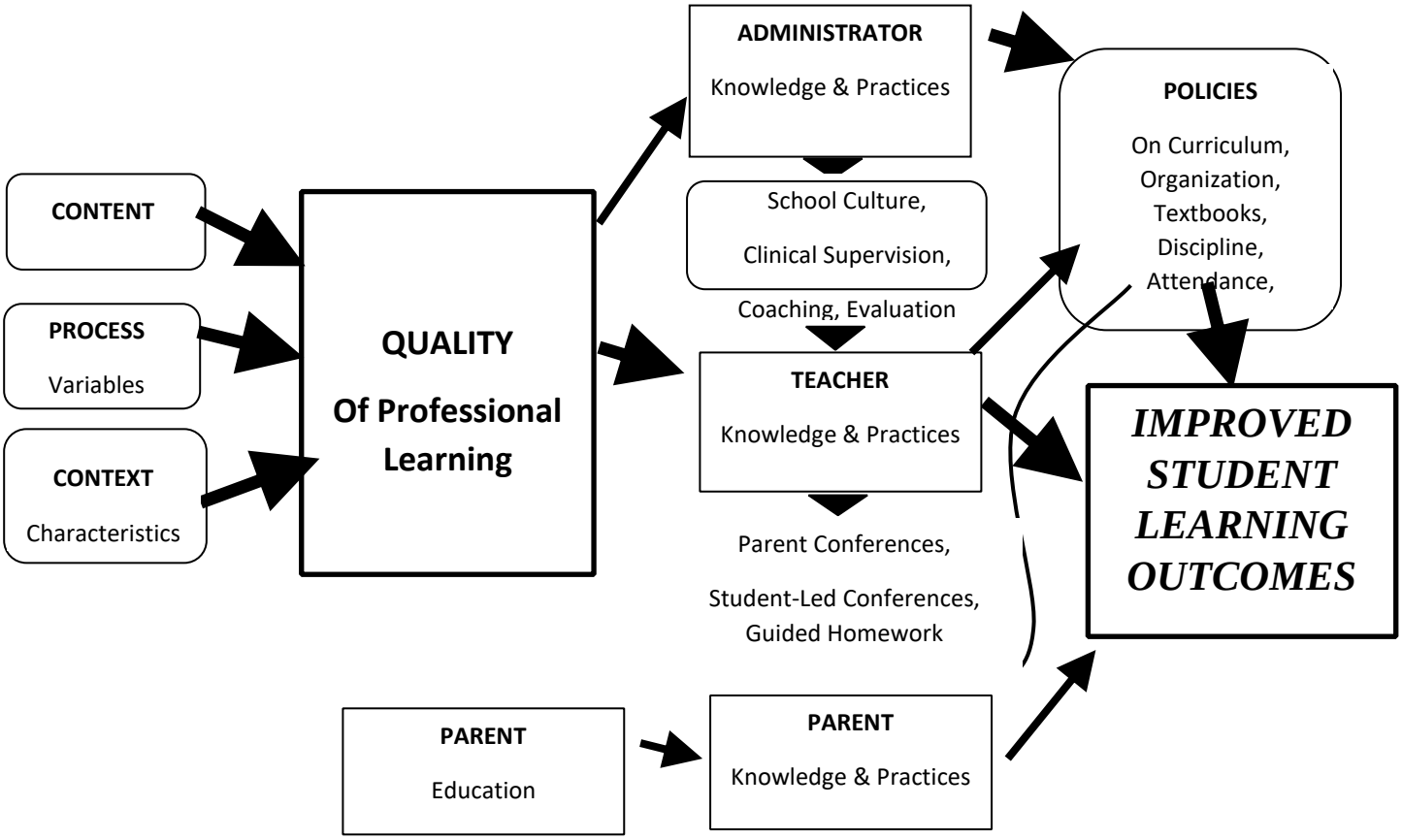
Understanding, responding to, and influencing the political social, economic legal and culture context

A. Advocate for children, families and caregivers
B. Act to influence local, district, state, and national decisions affecting student learning
C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

XVII. Appendix C

Evaluation of Professional Learning

Guskey's graphic organizer for Professional Learning will support the process for designing, delivering and evaluating St. Lawrence-Lewis BOCES Professional Learning.



Thomas Guskey

Evaluating Professional Learning 2000