East Syracuse Minoa Central School District

Professional Learning Plan

2023-2024

A Coordinated Approach with our District Strategic Plan and APPR
to Improve Student Achievement
Through Supporting Educators

Dr. Donna DeSiato, Superintendent
407 Fremont Road, East Syracuse, New York 13057
www.esmschools.org
315-434-3012

Professional Learning Plan Team ~ 2023-2024

Shane Hacker, Executive Director of Curriculum, Learning and Assessment
Michele Gipe, Director of Teaching and Learning
Douglas Mohorter, Executive Director of Employee Engagement and Accountability
Christa Andrus, Mentoring Coordinator, Instructional Specialist for Math and STEM, PK-12
Pam Herrington, Parent and Instructional Specialist for Science and STEM, PK-12
Beth Crump, Instructional Specialist for ELA PK-5
Mike Clonan, Director of Athletics, Physical Education and Health
Cheryl West, Director of Counseling, Youth Development and Leadership
Meghan Thomas, Parent and Associate Director for Special Education
Eddie Michalenko, Central High School Executive Principal
Kate Liddle, Central High School Assistant Principal
Shelly LaMarche, Coordinator for Spartan Academy, College & Career Pathways
Darlene Baker, High School CTE Business/Career Teacher and Department Chair
Matt Cincotta, High School Art Teacher and K-12 Department Chair
Pam Buddendeck, Park Hill School Principal
Tom Sweeney, Principal, East Syracuse Elementary
Vanessa McClowry, Principal, Woodland Elementary School
Katie Burke, Fremont Elementary Teacher and Parent
Tom Decker, Coordinator for Fine Arts, Community Engagement and Data
Christine Polniak, Fremont Elementary Teacher
Joelle Gates, East Syracuse Elementary Teacher
Justine Hill, East Syracuse Elementary Teacher
Eileen Christopher, Woodland Elementary School Teacher
Stephanie Rhyde, Minoa Elementary School Teacher
Ashleigh Wilson, Parent and Pine Grove Middle School Principal
Tina Oakley, Parent and Middle School Teacher
Carolyn Scott, Park Hill Teacher and ESMUT President
Yvette Hinman, Minoa Elementary School Teaching Assistant and ESMTAA Vice President
Tammy Hughes, Parent, Pine Grove Middle School Teaching Assistant, and ESMTAA President
Kieran O'Connor, Executive Director of Planning, Development and Technology
Tim Patterson, Technology Integration Specialist, CNYRIC
Jordyn Brienzi, Assistant Principal, Pine Grove Middle School
Jamie Zimmer, Technology Integration Teacher PreK-12
Leela George, Syracuse University/Higher Ed Representative

Professional Learning Team Responsibility:
The professional Learning Team will collaborate in:
- Goal-setting aligned with the district's Strategic Plan
- Needs Analysis based on quantitative and qualitative data
- Planning and development of evidence-based professional learning activities
- Plan implementation
- Evaluation and modification of the plan for annual Board of Education approval

Table of Contents

Overview

This plan represents a multi-year approach focused on improving student performance district-wide. The plan will be revised annually based on needs analysis, feedback, Federal, New York State and Board of Education initiatives. This plan reflects the needs of our educators, schools, and students and the professional learning serves to improve curriculum and learning that is culturally responsive to support the needs of all students and staff.

The intent of the Professional Learning Plan (PLP) is to ensure all district educators are annually provided opportunities for comprehensive, sustained and targeted professional learning opportunities in order to improve our effectiveness in raising student achievement and meet the goals set by our Board of Education. The ESM PLP is consistent with 100.2(dd) of the Commissioner's Regulations and developed to meet the requirements of Subpart 80-6 for approved Continuing Teacher and Leader Education (CTLE).

The East Syracuse Minoa Central School District's PLP was developed by a committee representing teachers, administrators, instructional specialists, a higher education representative, and parents of students attending our schools. Multiple data sources were used to determine a needs analysis and priorities for this year's plan, through annual feedback surveys to all stakeholders, including staff, families and students, local and statewide data analysis, and the feedback and work of the Strategic Action Leadership Team. This data analysis supported the development of our focus areas of the ESM Strategic Plan, to which this PLP is aligned.

The ESM Professional Learning Plan supports the priorities identified in the strategic plan approved by the Board of Education. We believe that we are a community of learners and strongly support the continued professional growth of all staff.

Implementation of the plan will assist district educators to build on their strengths to address the learning needs of all students, with an intentional focus on students who are English language learners, students with disabilities, students with low literacy levels, and students with diverse socioeconomic and cultural backgrounds. Additionally, professionally learning will support culturally responsive teaching practices.

The plan has been designed to build the capacity of all of our educators and support the annual professional performance review (APPR) process. The educational research, strategies and tools from Silver and Strong Associates provide a framework for increasing the effectiveness of our teaching to increase student learning. *The Thoughtful Classroom Teacher Effectiveness Framework* is the heart of our approved teacher feedback and evaluation system. For new teachers, support is also provided through the district's New Teacher Induction Program, which includes an orientation to ESM and lesson planning using the *Thoughtful Classroom Teacher Effectiveness Framework,* as well as targeted professional learning and one year of mentoring to support new teachers being successful in meeting the needs of their students.

For school leaders, *The Thoughtful Classroom Principal Effectiveness Framework* is a research-based tool supported by the 2015 ISLLC Standards. For new administrators, support is provided by the District's orientation and mentoring program, annual leadership institute, Pre-K 12 leader meetings and targeted professional learning.

Goals for Professional Learning

The goal of our district's professional learning is to increase the efficacy of all educators to meet the East Syracuse Minoa Central School District's vision, mission and beliefs.

ESM Vision

The East Syracuse Minoa Central School District will be an exemplary student-centered learning community whose graduates are future focused and ready to excel in a complex, interconnected, changing world.

ESM Mission

The East Syracuse Minoa Central School District will prepare students for their futures by engaging all learners in inclusive and equitable student-centered learning communities that nurture intellectual, physical, social and emotional well-being. We value and embrace diversity within our schools and through partnerships with families and our community.

Our Beliefs

We believe that:

- Every person has dignity and worth.
- Every person's capability to learn is limitless.
- Curiosity and exploration stimulate innovation and learning.
- Rigorous and challenging curriculum leads to greater achievement.
- Effort and perseverance are essential to achieve one's personal best.
- High expectations and positive relationships are fundamental to success and growth.
- Students thrive when schools, families, and community partners collaborate.
- Acceptance and mutual respect encourage learners to take risks for growth.
- Developing and nurturing students' strengths, confidence, and resilience prepares them to meet life's challenges.
- Social and emotional skills impact how individuals think, feel, and act.
- Students excel in a safe and welcoming environment.

Data and Needs Analysis

Our School Improvement Teams and Strategic Planning leadership teams measure our progress using multiple data sources, both quantitative and qualitative, throughout the school year. We use these many data sources to evaluate our professional learning needs, including measuring the impact on student achievement and educational practices, aligned with our Strategic Plan priorities, including, but not limited to:

- ESM Strategic Plan priorities and aligned data progress points, monitored through Plan-Do-Study-Act cycles
- Student assessment data, including local measures as well as New York State report cards with disaggregated student data
- Formative and summative student assessment data aligned with our priorities
- ESM School Improvement Plans priorities and aligned data progress points
- Teacher observation and feedback, aligned with Teaching Standards and the *Thoughtful Classroom Teacher Effectiveness Framework*
- New teacher survey data
- Mentor teacher survey data
- District and School Accountability Reports
- Panorama Strategic Plan Teacher/Staff Survey
- Teacher reflection following professional learning to guide next steps
- Administrative input
- BEDS data
- Student attendance rates
- Student referral data
- Student demographics
- Student subgroup needs, such as English Language Learners, students with disabilities, and students living in poverty
- ESM report card grade level data
- Course selections and completion data
- Graduation rates
- Educator evaluations on Frontline/My Learning Plan
- Peer feedback
- Funding sources aligned to professional learning needs through consultation and collaboration with stakeholders
- Current research on best practices

The highest priorities for professional learning in the district are those that have the greatest potential to impact the achievement of our students based on research, multiple data sets, and the needs of our teachers.

District Goals and Objectives that drive our Professional Learning

Our East Syracuse Minoa Central School District's Strategic Plan for 2023-2028 has three focus areas. Professional Learning will address the student and adult goals set for each focus area.

Focus Area 1 Student-Centered Learning

Student Goal: 100% of ESM students will be engaged in a rigorous tier one curriculum and exhibit one year growth or better in literacy and math, based on universal screening measures and end of year assessments.

Adult Goal: Each school will implement and operationalize a guiding coalition, to deepen work with professional learning teams.

Focus Area 2: Wellness

Student Goal: 100% of students will have access to and/or receive support in developing social emotional skills that promote mental wellness through district provided instruction and resources.

Adult Goal: 100% of ESM staff will have access to mental wellness supports, activities, materials, and training throughout the school year to support emotional, psychological and overall well-being.

Focus Area 3: Safe and Welcoming Environment

Student Goal: An increased number of students will report feeling comfortable with identifying and communicating safety concerns and feel that their school environment is safe and welcoming.

Adult Goal: All adults will provide a safe and welcoming learning environment, and safety initiatives will be implemented districtwide with fidelity.

Each building's School Improvement Team (SIT) will develop a School Improvement Plan (SIP) that addresses the district's focus areas, outcomes and annual priorities from our strategic plan. These plans are based on the Plan-Do-Study-Act improvement cycle.

2023-2024 Professional Learning Calendar

The table highlights the professional learning days scheduled for 2023-2024, which include shortened instructional days to accommodate the need for professional learning for us to continually improve our practice. Professional learning is provided across grade levels and addresses the needs of teachers at various levels and content areas Differentiated professional learning is based on the grade level/band and content area and role of each individual in our district.

District Driven
Building Driven

Dates	Pre-K	Elementary (K-5)	Middle (6-8)	High (9-12)
PK-12 September 5, 2023 8:00 - 3:30		**8-10am District Opening**		
	10-11:30 AM Learning Share Fair > PreK-Grade 8 Please plan to stop by the CHS library and see the projects completed this summer and support the learning of all your colleagues!			AM Building-driven plans - > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan > MTSS, PBIS, etc… > Department-level meetings as needed
	PM Building-driven plans - > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan >PLCs, MTSS, PBIS, etc…	PM Building-driven plans - > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan > PLCs, MTSS, PBIS, etc…	PM Building-driven plans - > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan > PLCs, MTSS, PBIS, etc…	12:30-2:30PM Learning Share Fair (9-12) Please plan to stop by the CHS library and see the projects completed this summer and support the learning of all your colleagues!
PK-12 Sept .6, 2023 8:00 - 3:30	AM Building-driven > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan > PLCs, MTSS, PBIS, etc…	AM Building-driven > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan > PLCs, MTSS, PBIS, etc… >Department level meetings as needed	AM Building-driven > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan > PLCs, MTSS, PBIS, etc… >Department level meetings as needed	AM Building-driven > Safety/Emergency Plans > SIP Rollout connected to Strategic Plan > PLCs, MTSS, PBIS, etc… >Department level meetings as needed

	PM **Building-driven Agenda**	PM **Contractual Team Time (1of4)** with your team, following Grade Level Team Time to analyze data and develop 21st Century teaching and learning goals	PM **Building-driven Agenda** **ELA Dept**: Common Lit Webinar @ 1:30	PM **Building-driven Agenda**
		2-3:30pm Department Meeting Time **PE** **Counselors** **Art + Music** - **Elementary > 1:30-2:35** - **PG + CHS > 2-3:30** ENL Department: Work on Student Learning Plans/User Defined screens in each individual building		
PK-12 **PK-5 Parent conferences October 25, 2023** shortened instructional day:	Parent Conferences: Focus on **collaborating with parents/guardians** through conferences OR professional learning aligned with certification	Parent Conferences: Focus on **collaborating with parents/guardians** through conferences OR professional learning aligned with certification Department Time: Elem Music/Art EAP	**Building** **PLC at Work** **Product Days** *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards* - **Or -** **PINE Executive Functioning Module work**	**Building** **PLC at Work** **Product Days** *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards* - **Or -** **PINE Executive Functioning Module work**
	TAs: **PINE Executive Functioning Module work**	ENL Department: Work on User Defined screens in each individual building		
		TAs:	**TAs:**	**TAs:**
PK-5 **Parent Conferences October 31, 2023** shortened instructional day:	**Building** Parent Conferences: Focus on **collaborating with parents/guardians** through conferences OR professional learning aligned with certification	**Building** Parent Conferences: Focus on **collaborating with parents/guardians** through conferences OR professional learning aligned with certification Department Time		

	Pre-K	Elementary (K-5)	Middle (6-8)	High (9-12)
		Elem Music/Art EAP 1:00-3:00 ENL Department: Work on User Defined screens in each individual building		
	TAs: **PINE Executive Functioning Module work**	**TAs**		

Dates	Pre-K	Elementary (K-5)	Middle (6-8)	High (9-12)
PK-12 November 7, 2023 8:00-3:30 (after PLC@Work Implemenation Workshops on Math + ELA Essential Standards)	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work **TAs to be included in above work**	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work Benchmark + state test data review (WE) **K-12 Music & Art 1:00-3:30 Music - Culturally responsive classroom/ Essential standards Art -**	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work WL Special Event: Exploring the Changing Lens of WL Instruction REGISTRATION for the conference **K-12 Music & Art 1:00-3:30 Music - Culturally responsive classroom/ Essential standards Art -**	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work WL Special Event: Exploring the Changing Lens of WL Instruction REGISTRATION for the conference **K-12 Music & Art 1:00-3:30 Music - Culturally responsive classroom/ Essential standards Art -**
	TAs: Per guidance from SpEd Department +/or building principal			

PK-12 PK-5 Parent conferences Nov. 16, 2023 shortened instructional day:	**Building**
	
	Parent Conferences: Focus on **collaborating with parents/guardians** through conferences OR professional learning aligned with certification
		Building
		
		Parent Conferences: Focus on **collaborating with parents/guardians** through conferences OR professional learning aligned with certification
			Building
			
			PLC at Work Product Days *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards*
			  - Or -
			PINE Executive Functioning Module work
				Building
				
				PLC at Work Product Days *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards*
				  - Or -
				PINE Executive Functioning Module work

		ENL Department: Work on User Defined screens in each individual building		

	TAs: **PINE Executive Functioning Module work**	TAs:	TAs:	TAs:
PK-12 December 5, 2023 shortened instructional day:	**Building** **PLC at Work Product/Process** *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards* - **Or -** **PINE Executive Functioning Module work** **TAs to be included in above work**	**Building** **PLC at Work Product/Process** *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards* - **Or -** **PINE Executive Functioning Module work**	**Building** **PLC at Work Product/Process** *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards* - **Or -** **PINE Executive Functioning Module work**	**Building** **PLC at Work Product/Process** *Emphasis on Essential Standards, Proficiency Scales, Learning Targets, pacing standards* - **Or -** **PINE Executive Functioning Module work**
		ENL Department: Work on User Defined screens in each individual building		
Grades 6-12 Jan.10, 2024 shortened instructional day:			**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work**	**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work**
PK-12 March 7, 2024 shortened instructional day:	**Building** **PLC at Work Product/Process Time** **TAs to be included in above work**	**Building** **Contractual Team Time (2of4)** with your team, following Grade Level Team Time to analyze data and develop 21st Century teaching and learning goals	**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work**	**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work**
		ENL Department: Work on User Defined screens in each individual building		
PK-12 April 8, 2024 shortened instructional day:	**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work** **TAs to be included in**	**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work**	**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work**	**Building** **PLC at Work Product/Process Time** - **Or -** **PINE Executive Functioning Module work**

	above work	ENL Department: Work on User Defined screens in each individual building		
PK-12 **April 10, 2024**	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work **K-12 Music & Art 1:00-3:30, Culturally responsive classroom/ Essential standards**	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work **K-12 Music & Art 1:00-3:30, Culturally responsive classroom/ Essential standards**	PLC @ Work or DEI/Cult Responsive Work Essential Standards Work **K-12 Music & Art 1:00-3:30, Culturally responsive classroom/ Essential standards**
	TAs do not work			
PK-8 **June 26, 2024** shortened instructional day:	**End of Year Priorities**	**End of Year Priorities**	**End of Year Priorities**	

Other Continuous and Sustained Professional Learning Opportunities
In addition to our designated Professional Learning Days and shortened instructional days, many faculty contribute to a Professional Learning Community to increase student achievement. A PLC is an ongoing process in which educators collaborate through collective inquiry and study to achieve better results for our students. It is based on shared purpose, vision, and goals, collective commitments, and organized through collaborative teams focused on learning for all students.
Additionally, faculty meetings also provide a focus on professional learning targeted to each building's school improvement goals and priorities. Our belief is that the most effective professional learning occurs when we learn together, facilitated by our own staff who have demonstrated a high level of knowledge and skills in the area targeted by the identified need for professional learning.

All instructional staff attend our professional learning days, which total more than 30 hours annually for teachers, and 24 hours for teaching assistants.

Our instructional staff also participate in numerous other opportunities for learning. Examples of additional professional learning experiences available to our staff:
- Summer trainings offered by the district, usually facilitated by ESM staff
- Monthly after school PD topic meetings or Learning Clubs, facilitated by ESM staff
- Undergraduate/Graduate courses (seat time only): 15 seat hours for each credit
- Curriculum development projects, facilitated by ESM staff members to increase rigor and to continually improve to meet the needs of our students
- Out-of-district trainings, such as BOCES, Teaching Center, or NYSUT

- Conferences by approved professional organizations

School Violence and Prevention and Intervention Training

East Syracuse Minoa is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops will consist of training that includes, but is not limited to:
- Study in the warning signs within a context that relate to violence and other troubling behaviors in children
- The regulations and policies related to a safe and 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 through a multi-tiered system of supports
- Intervention techniques designed to address a school violence situation

Professional Learning for School Leaders

School leaders will receive ongoing professional learning opportunities throughout the year, including but not limited to:

- Pre-K-12 Administrative Meetings (1 hour per month)
  - Professional Learning related to APPR
- BOCES Leadership Networks
- Summer Leadership Professional Learning for Continual Improvement for school and district leaders (one full week of PL)
- Conferences to support building priorities and school improvement strategies (i.e. Carnegie Conference, Solution Tree Conferences, etc,)

Mentoring Program

We recognize that there are unique learning needs of new leaders, new teachers, teachers new to our district, and non-tenured teachers who change grade level and/or buildings. We provide a mentoring program for teachers in the classroom to meet the requirements in section 80-3.4 of the Commissioner's Regulations and to provide continuous and sustained levels of support beyond initial preparation. We regularly review the implementation of our program, the selection of mentors, and strive to continually improve our mentor program to meet the differentiated needs of our instructional staff. Our mentoring program was developed and implemented consistent with our collective bargaining obligation required by article 14 of the Civil Service Law and NYS regulations.

The purpose of the mentoring program shall be to provide support for new teachers and new school leaders, in order to ease the transition from teacher/leader preparation to practice as they acclimate to their new role. The East Syracuse Minoa mentoring program provides support and educates new, non-tenured, or, in some cases, reassigned district teachers/leaders as they begin or continue their teaching/leadership career at ESM. Per NYSED, long-term substitutes in his or her first year of teaching, who are serving for more than 40 contiguous

days, will be assigned a mentor. It formalizes a procedure for introducing new staff to the culture, expectations and visions of the district and school. Additionally, the mentoring program helps familiarize teachers with the New York State Learning standards through collaborative assistance and support. These professional growth opportunities will result in accelerated teacher effectiveness, the retention of quality teachers, and an overall positive effect on the students of ESM Central School District.

Mentor Selection Procedure and Guidelines

- Becoming a mentor is voluntary
- A tenured employee will voluntarily fill out a [Mentor Application](#) to make their interest known.
- As vacancies occur, the committee, with the assistance of the principal(s), will review applications and slot in the best qualified teacher.
- The mentor pairing will be assigned by the building principal from the pool of interested mentors; final approval is made by the superintendent or his/her designee.
- Selected mentors will be notified of their selection to be a mentor.
- The full-time mentor (building + content) will be paid an annual stipend of $1030
- Building mentors will receive $412 stipend
- Content mentors will receive $618 stipend
- Checks are distributed into two equal checks, one in December and one in June.

Preparation of Mentors

The chosen mentors receive training and ongoing support to increase their knowledge and skills to guide and support new teachers, which occurs during New Teacher Orientation in August. Training will include but is not limited to:

- Elements of a mentoring relationship including confidentiality
- Providing feedback to mentors
- Understanding adult learning theory
- Peer coaching techniques
- Time management

Role of the Mentor and Mentoring Activities

The mentor is assigned to a non-tenured teacher, the mentee, for the duration of the mentee's first year of employment with the District. Mentors will do the following, but not limited to:

- Respond to needs, concerns, and questions
- Model principles of effective teaching and learning
- Guide and support the new teacher with the APPR process
- Model and encourage reflective and responsive planning and practice
- Attend at least one professional learning opportunity together
- Utilize one half day per semester of release time with your mentee (must be principal approved at least one week in advance)
- Arrange for new teachers to visit at least two other classes (could be done on a half day)
- Assist in lesson planning and provide peer coaching

- Model teaching and/or team teaching
- Encourage participation in professional learning community (PLC)
- Visit new teacher's classroom during instruction, once by January and once by June
- Maintain the confidentiality of the mentor-new teacher relationship
- Complete mentor checklist/log and other required paperwork

We support the mentor/mentee relationships by providing one day of collaborative learning during our new teacher orientation in the summer, and release time during the school year for the mentor and mentee to target specific learning needs.

Role of the School Leader/District Leader

The school and/or district administrator(s) will support effective mentoring practices by:

- Supporting the mentor to ensure that he/she fulfills all responsibilities
- Respecting the confidentiality of the mentor-mentee relationship
- Modeling professionalism and support for the program
- Providing the new teacher with an overview of school procedures, district goals, expectations for students and staff, the school improvement plan, and strategic plan
- Being visible, accessible, and approachable throughout the process
- Assisting in opportunities for the new teacher to observe other teachers' classrooms
- Providing additional professional learning opportunities specific to new teachers

Assessing the Mentoring Program

Regular reviews of the mentoring and new teacher induction will occur annually through the mentoring committee. Mentors, mentees, and building leaders will complete surveys to provide feedback related to the program, indicating strengths and areas in need of improvement. Revisions to the plan will be made based on that feedback.

Mentor Program Record Keeping
- The district shall maintain documentation of the implementation of the mentoring program in this professional learning plan.
- Documentation shall include:
  - Individuals receiving mentoring with identifying information/certificate type, those providing mentoring, type of mentoring activity, number of clock hours completed in mentoring activity.
  - The district will maintain those records for at least seven years from the date of completion of the mentoring activity and shall be available for review from the NYS Education Department.

Effective Professional Learning Aligned with Standards

Our professional learning strategies and activities are aligned to NYS Teaching Standards, Student Learning Standards, Leadership standards and New York State Professional Development Standards. Additionally, the plan meets the requirements of New York State law pertaining to Registration, Continuing Teacher and Leader Education (CTLE) and Approval of Providers of CTLE.

Professional learning takes into consideration adult learning theory (Knowles, 1968). In doing so, all adult needs are analyzed and professional learning is aligned to topics relevant to them. Teachers bring their background knowledge and experience to all professional learning and are actively involved in the planning, implementation and evaluation of those learning opportunities to ensure that they are self-directed, collaborative, interactive, meaningful and authentic in nature.

All professional learning is aligned to the following sets of standards:

Professional Standards for Educational Leaders   NYS Teaching Standards

Professional Development Standards

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

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

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

Standard 4: Collaboration
Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

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

Standard 6: Student Learning Environments
Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

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

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

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

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

Continuing Teacher and Leader Education (CTLE)

The main areas of the CTLE law include:

Additional information may be found on our ▤ CTLE Communications document

1. **Registration:** 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 the NYSED every 5 years, commencing in the person's birthday month***, beginning July, 2016. (Individuals who hold certification and do not want to practice in New York State must notify the New York State Education Department.)

   For more information: https://www.highered.nysed.gov/tcert/resteachers/registration

2. **Required hours:** Individuals who hold a professional teaching certificate must complete a minimum of 100 hours of CTLE during each five year registration period. Level III Teaching Assistants must complete 75 to 100 hours.

3. **Required professional development:** Certificate holders must complete acceptable professional development in the areas of **content, pedagogy, and language acquisition skills** from an approved sponsor.

4. **Accountability:** Any of the certified individuals (above) who do not satisfy the CTLE requirements shall not practice until they have met such requirements and have been issued a registration or conditional registration certificate. Hours may be adjusted for health, military, and other just cause, if communicated to the State Education Department.

5. **Approved providers:** NYSED must approve CTLE providers.

Who does the law affect?				
	Registration Requirement	**CTLE** Requirement	State required hours **over 5 year period of time**	State required hours for **language acquisition over 5 years**

Permanent certified classroom teachers / Educational leaders, long-term substitute teachers	X		NA	NA
Professional certified classroom teacher / Educational leaders	X	X	100	15 (except ENL staff will require 50 hours)
Teacher Assistant Level III with Professional Certificates	X	X	100	15

Note: All **long-term substitutes (employed more than 40 days)** are provided with professional learning opportunities made available to other educators.

For teachers, leaders, and Level III teaching assistants *with a professional certificate*:

The New York State Education Department (NYSED) has a new section 3006-a of Education Law that pertains to new registration and Continuing Teacher and Leader Education (CTLE). The new law also requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing in a New York public school or board of cooperative educational services (BOCES) to *complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.* ("Practicing" is defined in the regulations to mean being employed 90 days or more during a school year by a single school in New York in a position requiring certification.) This is a change from the current requirement of 175 hours for those who hold professional certificates and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

Consistent with the previously established professional learning requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:0

**ESM will utilize the expertise and training provided by the Regional Bilingual Education-ResourceNetwork (RBE-RN) to fulfill these requirements. Click on the embedded link to find professional learning opportunities.

Note: ESM applies for the language acquisition exemption when our enrollment is <5% ELLs. We encourage all teachers to engage in any professional learning that strengthens their ability to support language acquisition.

[School districts and BOCES, 2016-2023](#) with language Exemption can be found here
(Note: this exemption does not include ENL teachers).

- **<u>For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades)</u>** or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the 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 English language learners;
- **For credit-bearing university or college courses**, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit for purposes of this section.
- **For all other approved continuing teacher and leader education courses**, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.
- **<u>For all other certificate holders</u>** a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners
- **<u>For those holding a Level III Teaching Assistant certificate</u>**, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

For additional information: http://www.highered.nysed.gov/tcert/resteachers/ctle.html#record

Documentation of Professional Learning through Frontline Education (formerly My Learning Plan):

The District uses Frontline Education (formerly My Learning Plan - MLP) as a tool to streamline the assignment, approval and evaluation process for in-district professional learning, out-of-district conferences, and higher education coursework. This platform will also be used by the District to verify compliance with this requirement.

For Superintendent Conference Days, eligible CTLE activities will be entered accordingly with the appropriate number of hours. For shortened days that meet CTLE requirements, principals will provide certificates as appropriate.

ESM maintains a Frontline Education account for all instructional staff who:
- hold permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader,

school district leader, school district business leader), or
- hold a teaching assistant certification, including Level III Teaching Assistant certification

In addition, instructional staff need to be aware:

- **Teachers and administrators with professional certifications, as well as Level III teaching assistants,** are required to maintain documentation for the required 100 hours of CTLE during each five year registration period. This information will no longer be allowed to be uploaded from Frontline Education to TEACH by the District, per State Education Department procedures.

- NYS has made it clear that it is the responsibility of the professional certificate holder to maintain their own hours (suggested to keep records for 8 years past the activity date).
    - Note: Per NYSED, if asked to provide evidence of CTLE hours, you must have **certificates** (digital or printed copies).
        - There is an option to print a certificate for anything that is in Frontline Professional Growth (MLP).
    - As best practice, following an event, go in and print the certificate or download it and keep it in your Drive or print out to keep in a folder.
    - If asked for evidence from NYSED, a list of events will not be accepted (they will want certificates).
    - If you attend something that is not in Frontline, it is the job of that provider to give you a certificate of attendance. This is true of both in-district events and out of district events. Be sure to ask if you need one.

- **IMPORTANT NOTE: Teachers, administrators and teaching assistants with permanent certifications (or other teaching assistant certifications) should ONLY use Frontline Education when requesting to attend a professional learning opportunity that requires a substitute, district funds to support, or college/university coursework.**

- Professional learning hours for district professional learning days and shortened instructional days, will be assigned by the district, and are not initiated by the teacher. All staff should note that they must sign-in on those days in order to receive CTLE hours for that time.

- All staff must annually review and update their profiles in Frontline Education to update their approval path if there is any assignment +/or name change.
    - Please notify Anne Kirkpatrick if there is a change in your name, assignment or supervisor/department chair.

- All staff must request and receive administrative approval prior to attending any professional learning opportunity.

- Requests that include a fee need to include a budget code and must be submitted for approval at least 3 weeks prior to the professional learning opportunity in order to meet District policies and procedures with financial expenditures.

- An evaluation must be completed prior to receiving payment for summer training and/or CTLE hours.

- The new CTLE law requires the New York State Education Department to approve all CTLE sponsors. ESM annually submits our professional learning plan and attests that our plan is consistent with 100.2(dd) of the Commissioner's Regulations and that our plan meets the requirements of Subpart 80-6 for approved CTLE.

- For accurate record keeping, providers on My Learning Plan reflect approved providers for CTLE credit aligned with the ESM Professional Learning Plan.

- *When requesting to attend professional learning by a provider NOT listed on the drop-down box choices, please note that these hours will not count toward approved CTLE hours. You may also use this link on the New York State Education Department to review an updated list of approved Continuing Teacher and Leader Education (CTLE) sponsors: http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html

Providers of Continuing Teachers/Leader Education and Resources

Significant professional learning is job-embedded and supported by the talents and expertise of educators within our district. The learning that occurs in Professional Learning Community collaboration is an example of transformative professional learning, that is focused on effective teaching strategies identified through data analysis.

Our instructional specialists, supported through our Federal Title grant funding, provide instructional coaching to new and veteran teachers. They also design and provide professional learning to support individual teachers, teams, departments, and entire building staff to improve student learning and increase student achievement.

Outside agencies are utilized to meet specific professional learning needs when this need cannot be met internally, including:
- **Institutions of higher education**
    - Cornell University
    - Syracuse University: content specific for SUPA instructors, pedagogy
    - LeMoyne College: content specific including co-teaching, literacy
    - SUNY Cortland: literacy pedagogy
    - SUNY ESF: biology standards and pedagogy
    - SUNY Oswego: technology/CTE content and pedagogy
    - Rochester Institute of Technology (RIT)
- **Central New York Teacher Center:** content specific, such as literacy and math, and pedagogy
- **CiTi BOCES:** pedagogy
- New York State United Teachers Education & Learning Trust (NYSUT ELT)
- **OCM BOCES:**
    - Curriculum, Instruction and Assessment: content specific and pedagogy training, such as inquiry-based science instruction, secondary math standard instruction, project-based learning
    - Consultant Support Services
    - Mid-State RBERN: language development of English Language Learners, pedagogy

training
- School Library Services: literacy development
- Science Center: content specific and pedagogy training
- Youth Development and Leadership: pedagogy training
- **TST BOCES:** content specific and pedagogy training, including math and literacy
- **CNYRIC:** technology integration, pedagogy, data analysis, multi-tiered system of supports
- **Syracuse University:** Regional Partnership Center at SU: pedagogy
  - **Professional and other organizations approved as CTLE providers** on www.highered.nysed.gov/tcert/resteachers/CTLESponsors.html
    - Association of Italian American Educators
    - Association of Mathematics Teachers of New York State
    - Bureau of Education & Research/Institute for Educational Development
    - Central New York Chapter of American Association of Teachers of French
    - Central New York/Oswego County Teacher Center
    - Central New York Reading Council
    - Central New York Council for the Social Studies
    - Computer Science Teachers Association
    - CTE Technical Assistance Center for NYS
    - DATAG
    - Foreign Language Association of Chairpersons and Supervisors (FLACS)
    - Language Educators of Central New York (LECNY)
    - National Art Education Association
    - National Association for Music Education
    - National Board Council of New York
    - New York Library Association
    - New York State Art Teachers Association
    - New York State Association for Health, Physical Education, Recreation & Dance, Inc.
    - New York State Association of Family and Consumer Science Educators
    - New York State Council for the Social Studies and New York State Social Studies Supervisory Association
    - New York State English Council
    - New York State Middle School Association
    - New York State Reading Association
    - New York State School Music Association
    - New York State Speech-Language Hearing Association
    - New York State Technology & Engineering Educators Association
    - New York State United Teachers Education & Learning Trust
    - New York State Work Experience Coordinators Association
    - Northeast Conference on the Teaching of Foreign Languages
    - New York State Association of School Personnel Administrators
    - NYS Statewide Language RBERN
    - NYS TESOL
    - NYSAFLT (New York State Assoc. of Foreign Language Teachers)
    - NYSAMS (New York State Assoc. of Math Supervisors)
    - NYSASCD
    - NYSCATE (New York State Assoc. for Computers and Technology in Ed.)
    - NYSCOSS
    - Office of Bilingual Education and World Languages

- School Administrators Association of New York State
- Science Teachers Association of New York State (STANYS)
- Solution Tree
- State University of New York
- Syracuse University
- The College Board
- The Reading League
- WCNY

Federal and State grants have mandated and targeted professional learning funds that are used to support our Professional Learning Plan. Business, higher education, and community partners are supporting the professional learning of our educators in a variety of ways.