West Canada Valley Central School District
Professional Learning Plan
2023-2024

INTRODUCTION

The West Canada Valley CSD Mission Statement.

- *Through a cooperative effort, parents, community, and the West Canada Valley Central School District are committed to preparing responsible, caring, and productive citizens. With a commitment to excellence, we will provide an atmosphere in which all students can reach their fullest potential as life-long learners.*

The 2023-2024 Board of Education Goals

1. Effective learning opportunities that increase student engagement, achievement, and completion of the District's educational program (our mission)
2. Support the development and maintenance of quality programs that support the interest and growth of faculty, staff, and community (professional development and community involvement)
3. Facilities and technologies which meet current needs, anticipate future needs and ensure safe and secure learning environments for all students, staff, and community (infrastructure and capital planning).
4. Comprehensive efforts to promote and provide district fiscal stability.
5. The establishment of consistent policies and procedures that promote common understanding and support increased student achievement.
6. Ongoing communication throughout the school and community.

New York State Professional Development Standards

Professional development offerings will be designed in alignment with the following:

- 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.

- Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

- Professional development is research-based and allows educators to analyze, apply, and engage in research.

- 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.

- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students

- 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.

- 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.

- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

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

New York State Teaching Standards

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

Standard 1: Knowledge of Students & Student Learning
1. Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
2. Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
3. Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
4. Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
5. Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
6. Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning
1. Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
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
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
1. Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
2. Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice
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
2. Communicate clearly and accurately with students to maximize their understanding and learning
3. Set high expectations and create challenging learning experiences for students
4. Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
5. Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology

Standard 4: Learning Environment
1. Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
2. Creates an intellectually challenging and stimulating learning environment
3. Manages the learning environment for the effective operation of the classroom
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
1. Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
2. Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
3. Communicate information about various components of the assessment system
4. Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
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
1. Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
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
3. Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
4. Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

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

ISLLC Standards

Professional development 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 conducive 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 on supporting 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 a 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 cultural 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 to adapt leadership strategies

OVERVIEW OF PLANNING PROCESS

In developing our plan, a number of key factors were discussed. Internally, the West Canada Valley staff is a multi-faceted organization. We serve Pre-K children through 12ᵗʰ grade. Our curriculum is directly aligned with the New York State Standards. Our process must be one that allows for all departments to customize their needs while working within a common framework.

In addition, the professional development committee meets bi-annually to review priorities, identify professional growth initiatives, leverage high-impact professional development opportunities, and coordinate our offerings. This meeting allows us to plan thoughtfully and intentionally, meeting the diverse needs of our stakeholders, yet implementing efficient and effective professional development district-wide.

Continuous Teacher and Leader Education (CTLE)

West Canada Valley CSD is an approved sponsor of CTLE activities. In addition, Herkimer BOCES, MORIC, and REBERN are approved sponsors and will issue certificates of completion. The district will maintain those records for all CTLE activities provided in their Frontline Professional Growth system. Electronic certificates are printable from Frontline Professional Growth and include all information as noted on the NYSED-approved CTLE hour's certificate. Per the regulations, West Canada Valley will keep records for 8 years. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records will be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

Each professional certificate holder is required to complete 100 hours of CTLE every five years. Each person is required to keep track of their own hours and should be completing a minimum of 20 CTLE hours each year. Teachers and educational leaders will have opportunities to complete 100 hours of continuing teacher and leader education through approved sponsors. The district will offer professional development hours through many venues such as in-person, during faculty meetings, on superintendent's conference days, during the summer, at BOCES, virtually, and in 1:1 coaching sessions. These are all developed in collaboration with the professional development committee and based on the needs and requests of the teachers and staff.

English speakers of other languages or bilingual extension holders will be provided a minimum of 50% of professional learning 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 integrated language and content instruction for English language learners.

A minimum of 15 professional learning clock hours for all other professional certificates, including Level III teacher assistants, will be in language acquisition, addressing the needs of English language learners, focusing on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

District differentiation for professional learning is considered based on need. Data reports gathered and submitted are reviewed annually. The West Canada Valley CSD works collaboratively with the Mohawk Regional Information Center. Data analysis drives decision-making for professional learning opportunities, with the impact on student learning and achievement always at the forefront.

Educators acting as a mentor to the new classroom teachers as part of the West Canada Valley mentoring program may credit up to 45 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may credit up to 45 hours of such time towards their CTLE requirement in each five-year registration period.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

Representatives from the district-wide Professional Development Planning Committee (PDPC) are involved in the ongoing planning, delivery and evaluation of staff development throughout the school year. This committee includes teaching and administrative representation from each of the school buildings in the district. Our professional development plan recognizes and targets both district-wide and building-based initiatives.

Composition of Professional Development Team
2022-2023 District PDP Team

D.J. Shepardson	Superintendent of Schools
Glenn Broadbent	High School Principal
Jon Speich	Interim Elementary Principal
Ed Dougherty	Director of Special Programs
Chris Stone	Technology Coordinator
Jackie Bray	Teacher
Melissa Maine	Teacher
Victoria Petro	Teacher
Feddie Sarus	Teacher
Emily Goggin	Teacher
Chris Pullman	Teacher
Jessica Farber	Teacher
Gina Malin	Teacher

West Canada Valley CSD Mentoring 2023-2024

West Canada Valley CSD offers support and guidance to all new instructional staff in the district in order to retain quality staff, to improve their ability to meet the needs of all our students, and to assist them in achieving the high standards set by our New York State Board of Regents and State Education Department.

In compliance with Parts 80-3 and 100.2 of Commissioners Regulations and in an effort to ensure the success of beginning teachers at West Canada Valley Central School, first year teachers will be assigned an approved mentor who will guide them in accordance with the provisions below.

A Teacher Mentor Committee will review the "Teacher Mentor Program" on an annual basis. This committee will include the Superintendent, one (1) representative from the WCV Administrators Association, and four (4) representatives from the WCV Teacher's Association (two (2) representatives from the Elementary School and two (2) representatives from the Middle / Senior High School).

The District agrees to appoint the Mentoring Coordinator in May and mentors in June. Additionally, the District intends to hold this meeting the first week of school to ensure appointment of additional mentors prior to the September Board of Education meeting.

Initial canvasing for potential mentors and mentor coordinator shall be completed in the month of April of each year. This shall be carried out in written form by the Superintendent. The inquiry shall include any known vacancies and further request the names of any Association member interested in being considered for any unforeseen mentor opportunities.

All Association members who submit their names and have not previously been trained as a mentor shall be offered training at a time mutually agreed upon by the Association President and the Superintendent. Should this pool of potential members satisfy the appointment criteria set forth in this Article there shall be no need for any additional posting to fill the open position.

A.   Role of a Mentor

   1. A mentor-teacher is a professional educator selected by peers and an administrator who regularly demonstrates mastery in the teaching profession.

2. A mentor guides the first year teacher, including term substitute, in establishing sound teaching and classroom management skills that will contribute to a long and successful career in the teaching profession.

B.   Criteria for Mentor Selection

1. Mentor Selection - Mentors shall be selected by the Teacher Mentor Committee from a list of volunteers and shall be approved by the Board of Education.
2. Mentors should possess and demonstrate the following:
   a. Mastery of content / curriculum.
   b. At least five (5) years teaching experience.
   c. Willingness to serve in a mentorship role.
   d. Completion of a mandatory mentor training program.
   e. An enthusiasm for teaching.
   f. Leadership ability.
   g. Flexibility in teaching approach and problem solving.
   Special consideration should be given to any teacher possessing National Board Certification.

C.   Role of Principal

1. Will assist in choosing mentors.
2. Will secure professional development opportunities for both the new teacher and the mentor teacher.
3. Will meet with Mentor Coordinator informally on a regular basis to learn how new teachers are progressing and to identify or suggest areas where mentors may be able to provide specific assistance.
4. Will use the evaluative process to provide constructive feedback through the Mentor Coordinator for purpose of improving the practices of new teachers.
5. Will assist in program evaluation.

D.   Role of Mentor Coordinator

1. Will be selected by the Teacher Mentor Committee and approved by the Board of Education.
2. Will work with principals to select the best mentor for each new teacher hired
3. Will provide a confidential, non – threatening, non – evaluative forum in which mentors and new teachers may collaborate on an ongoing basis.
4. Will organize and oversee mentor / new teacher training activities.

5. Will monitor mentor / new teacher relationships and recommend changes when necessary.
6. Will survey program participants on a regular basis to confirm progress of new teachers and to help mentors make adjustments when needed.
7. Will survey program participants on a regular basis to evaluate the program and make necessary changes.

E. Activities

1. Mandatory
   - Classroom observation by mentor – two (2) per semester, of at least
     Forty (40) minutes in length.

   - Pre and post observation meetings.
   - Weekly meetings to review key upcoming events, procedures, lesson planning, or other items of concern.
   - Meet prior to opening day with mentees.
   - Attend summer workshop provided by BOCES- mentor will choose either to be paid at the contractual hourly rate or be granted in-service hours.

2. Recommended / Suggested
   - That observations be made by participants of teachers in other disciplines.
   - That, if possible, common planning time be used for lesson plan coordination and review by mentor.
   - MTRC Beginning Teacher Program.
   - Curriculum developments.
   - Team teaching.
   - Reflection activity.
   - Other: agreed to by the new teacher, mentor, mentor coordinator, and principal.

F. Expectations of District
   1. That release time be provided for each observation and post–observation meeting (two (2) per semester).
   2. That the district and mentor coordinator will be responsible for all record keeping with regard to official mentor activities.
   3. That training will be provided for all mentors.

G. <u>Evaluation</u>
1. Mentor Coordinator will survey mentors and new teachers within the first month of school and at least two (2) more times during the school year to assure that the pairings are appropriate and that the program is proceeding appropriately. The Mentor Coordinator MC will report findings to the superintendent.
2. Mentor Coordinator and Superintendent will conduct a year-end review of the program and will agree on any changes to improve its effectiveness.
3. Mentors and new teachers will evaluate attended workshops.
4. Mentors and new teachers will complete formal evaluations at the end of the year to provide feedback on the program.
5. Mentor Coordinator will ensure that mandatory activities have occurred and will notify participants of any activities necessary for successful completion.

H. <u>Remuneration</u>
1. Time spent in mentoring counts towards the one hundred and seventy-five (175) hour professional development requirement for mentors and mentees who are subject to this regulation
2. Mentors will choose between a stipend (indexed to salary scale at 0.030 of Step 1 or forty-five (45) hours) of in-service.
3. The mentor coordinator will choose between a stipend (indexed to salary scale at 0.020 of Step 1 or thirty (30) hours of in-service.

I. <u>Statement of Confidentially</u> - The district is prohibited from using information obtained by a mentor through his/her interaction with a new teacher for evaluation or discipline of that teacher unless:

1. Withholding such information poses a danger to the life, health, or safety of an individual, including students and staff.
2. The information indicates that the new teacher has been convicted of a crime or has committed an act which calls into question the teacher's moral character.
3. The district has entered into a collective bargaining agreement that provides that the information obtained by the mentor through interaction with the new teacher while engaged in mentoring activities of the program may not be used for evaluating or disciplining the new teacher.

School District Professional Development Plan
Attachment 1: Needs Assessment Sources Used

Indicate the sources you used and include any additional details needed to identify the basis of your needs analysis.

- Report Card
- BEDS data
- Student attendance rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- State benchmarks for student performance
- Student aspirations
- Other student surveys
- Longitudinal data
- Student-teacher ratios
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Community employment opportunities
- NSDC Planning Tool Survey
- Every Student Succeeds Act (ESSA)
- Other (Specify)

Models for Professional Development Delivery*

- Conference Days
- Faculty Meetings
- Workshops
- Study Groups
- Action Research
- Collaborative Problem Solving Cadres
- Case Studies
- Distance Learning/Webinars
- Instructional Coaching
- Curriculum Review and Development
- Examining Student Work
- Mentoring
- Online Courses

- Conferences
- Training of Trainers
- Professional Learning Communities

Professional development, conferences, and workshops may include both in-person and virtual delivery.