

Victor Central School District
Professional Learning Plan
2021-2022

Professional Learning Plan 2021-2022

Professional Learning Plan Committee Membership

The Victor Central School District Professional Learning Plan Committee is comprised of the Superintendent or designee, school administrators upon designation by the admin collective bargaining organization, teachers upon designation by the teachers' collective bargaining organization, at least one parent upon designation by the established parent groups, Curriculum Specialist(s) meaning a teacher or admin whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district and/or the collective bargaining organization. In addition, the committee shall include at least one representative of a higher education institution, provided that the Board of Education determines that a qualified candidate is available to serve after conducting a reasonable search.

2021 Membership

Name	Title		Name	Title
Ms. Kristin Williamson	Director of Humanities and Professional Learning		Ms. Luciana Cursino-Parent	Business/Community Member
Ms. Karen Finter	Director of Math and Science		Ms. Angela Magin	Parent
Ms. Laura Reynolds	Assistant Principal		Ms. Carol Prescott	Parent
Mr. Brian Siesto	Principal		Ms. Colleen Saar	Parent
Jaycee Birkemeier	Student		Tyler Pero	Student
Ms. Kelly McLaughlin	Teacher		Ms. Dana DiSabato	Teacher
Ms. Aly Ricci	Teacher		Ms. Mary Anne Buckley	Teacher
Mrs. Amy Thomas	Teacher		Ms. Lisa Shaw	Teacher
Ms. Ann Marie Crye	Teacher		Mr. Tom Zaccardo	Teacher
Ms. Dawn Knapp	Teacher		Mr. Dave Denner	Teacher

Professional Learning Plan 2021-2022

TABLE OF CONTENTS

1. Mission, Vision, and Organizational Goals
2. NYSED Regulations and Requirements
3. Philosophy
4. Needs Analysis
5. Action Plan
6. Provisions for Mentoring
7. Provisions for School Violence Prevention
8. Provisions for Teachers Certified in Bilingual and ELL Education
9. Appendix A: PD Offerings

Professional Learning Plan 2021-2022

1. Mission, Vision, and Organizational Goals

Victor Central Schools will be a high performing learning organization where all children and adults thrive. Our vision recognizes that our community's greatest asset is its children. To teach, to learn, to improve, to achieve is the mission of the Victor Central Schools. The district is committed to helping our students meet high standards and becoming productive citizens.

In order to achieve the district's mission and vision, the district teams, including the Professional Development Office are focused on the following four goals:

Goal #1: The Victor Central School District will improve student academic achievement and performance for every student.

Goal #2: The Victor Central School District will continue to promote equity and excellence in educational programming for every student.

Goal #3: The Victor Central School District will promote the social, emotional and physical development of every student.

Goal #4: The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

2. New York State Department Regulations and Requirements

This professional learning plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers and leaders 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.

Victor Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name. The content of the Victor Central

Professional Learning Plan 2021-2022

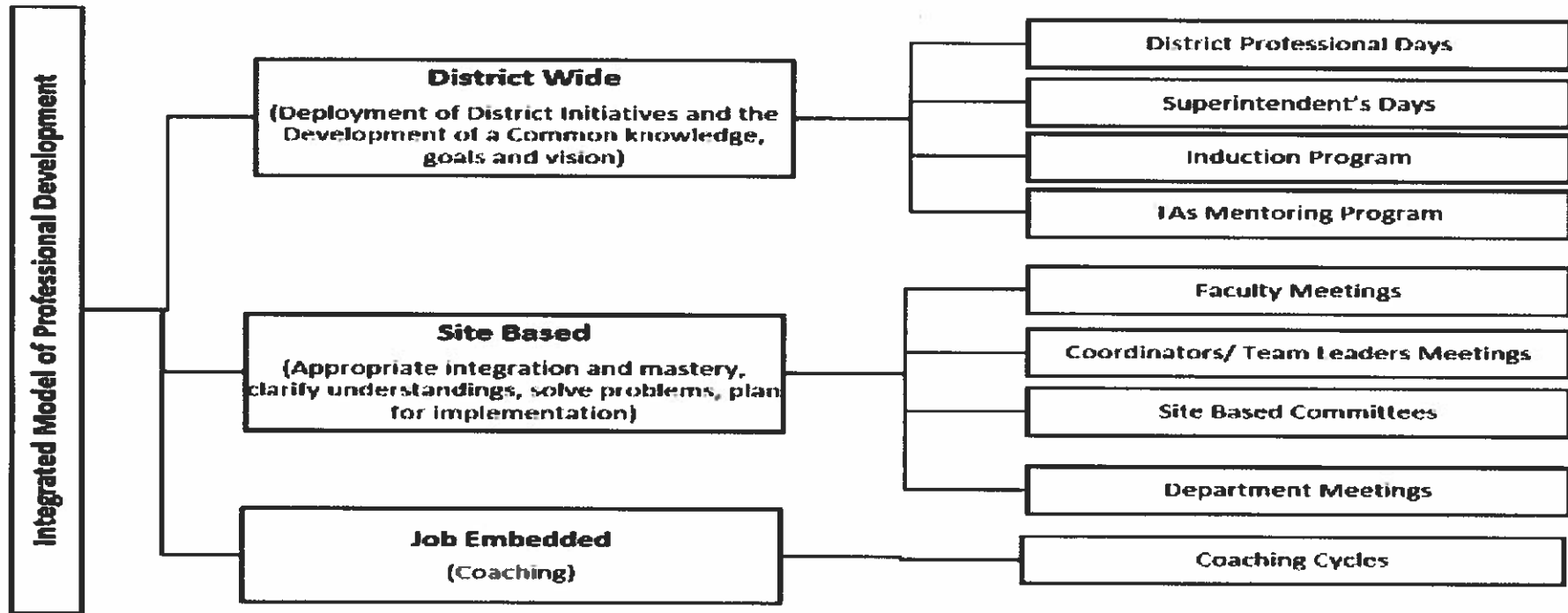
School District's professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

3. Philosophy

The Victor Central School District plans and implements an integrated model of professional development. This model includes different types of active learning where teachers are engaged in the analysis of teaching and learning. In addition, the program design ensures that multiple teachers and staff members participate in the same learning opportunities over a predetermined period of time.

The purpose of the plan shall be to improve the quality of teaching and student learning. This plan is designed to help administrators, teachers, teaching assistants, and other instructional staff participate in professional learning, remain current with their profession, and meet the learning needs of their students. Professional learning provided to internal employees is tailored to the needs of the district and buildings, progresses across grade levels (PreK-graduation) and is continuous and sustained.

Professional Learning Plan 2021-2022



PD Standards

We provide professional learning in alignment with the New York State Professional Learning Standards:

- A. **Professional Growth and Collaboration.** Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning.
- B. **Expanding Professional Capacity.** Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.
- C. **Leadership.** Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.

Professional Learning Plan 2021-2022

- D. **Professional Learning Approaches.** Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.
- E. **Utilizing Data.** Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. .
- F. **Cultural Responsiveness.** Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.
- G. **Engagement Among Diverse Communities.** Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success.

4. Needs Analysis

As part of the ongoing professional development planning cycle, the Victor Central School District reviews multiple sources of data. The following items may be analyzed annually to determine the focus and content of the professional development plan.

STUDENT ACHIEVEMENT DATA

- APPR Data
- School Report Card
- Disaggregated Student Achievement Data
- NYS and District Assessments (i.e., 3-8 testing and Regents exams)
- College Boards (AP, SAT, IB)
- Report Cards
- Student Attendance and Discipline Reports
- Graduation and Drop-out Rates
- College Placement Rates
- Special Education Reports
- Academic Intervention Service Records and Benchmark Assessments

Professional Learning Plan 2021-2022

SURVEYS

- Professional Development Evaluations/Feedback Surveys
- Professional Development Needs Assessments

ADDITIONAL DATA

- BEDS Data
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Mentor Program Evaluation Data
- Feedback from Shared Decision Making Teams, including Curriculum Council and Building Councils
- SED Regulations and Mandates

5. Action Plans

Goal : To improve student academic achievement and performance in all pK-12 courses and at every level by expanding professional capacity.

Objective: Develop and implement a guaranteed and viable curricula aligned to the Next Generation Learning Standards.

Inputs	Evidence	Responsibility	Timeline
pK-12 Teachers and administrators will receive training on the development of a guaranteed and viable curriculum, aligned to content standards.	Completed trainings for all teaching faculty and administration Updated curriculum maps and common assessments.	Directors will train all teachers, teacher leaders, and building administrators in the curriculum development process. Teaching teams will develop	2021-2023 Academic School Years

Professional Learning Plan 2021-2022

		curriculum using common processes and templates, relying heavily on the unpacking and prioritization of State standards.	
pK-12 Teachers will evaluate common assessments data and determine implication for future curricular revisions.	Revised assessments	Building and district administrators to guide teaching teams on how to use assessment data to inform curricular revisions	2020-2023 Academic School Years

Goal : To improve student academic achievement and performance in all pK-12 courses and at every level by expanding professional capacity.

Objective: Train teachers in the most effective instructional strategies according to current research.

Inputs	Evidence	Responsibility	Timeline
pK-12 Teachers will receive training in Learning Targets so they are better able to clearly communicate with students what they should know, understand, and be able to do at the end of each lesson.	<p>Superintendent's conference day workshop</p> <p>Mini-workshops offered throughout year</p> <p>PLC collegial planning of targets and discussion of impact of use of learning</p>	<p>Building Administrators</p> <p>Directors</p> <p>Coaches</p> <p>Mentors</p> <p>Teacher Leaders</p> <p>Teachers</p>	2021-2022 Academic School Year

Professional Learning Plan 2021-2022

	targets.		
pK-6 Teachers will receive training in the Science of Reading so they are better able to plan their literacy block and choose the most effective resources and teaching methods.	<p>Literacy workshops offered throughout the year</p> <p>PLC discussion of the impact of new teacher learning on student results</p>	<p>Director of Humanities and Professional Learning, coaches, and teacher leaders to offer workshops</p> <p>Teacher Leaders to provide feedback and support direction moving forward</p> <p>pK-6 Teachers to attend trainings and implement in classrooms</p>	2021-2024 Academic School Years
pK-12 Teachers will receive professional development in the district's core resources associated with instruction (Amplify, Math Investigations, BOCES4Science Kits, Foundations, etc.)	<p>Literacy workshops offered throughout the year</p> <p>PLC discussion of the impact of new teacher learning on student results</p> <p>Survey level data determining fidelity of implementation and impacts on student learning</p>	<p>Directors</p> <p>Principals</p> <p>Coaches</p> <p>Teachers</p>	2021-2022 Academic School Year

Goals: To promote equity and excellence in educational programming for every student and to promote the social, emotional and physical development of every student.

Objective 1: Leverage technology as a means to accelerate student learning for all subgroups.

Professional Learning Plan 2021-2022

Inputs	Evidence	Responsibility	Timeline
Provide teachers with workshops to thoughtfully use technology as a means to enhance learning.	Technology Summit and ongoing trainings Improvement in ESSA subgroups that have been identified by NYS	Director of Technology BOCES Instructional Technology Integration Specialists	2021-22 School Year

Objective 2: The District will ensure multiple systems of support are in place and aligned across all grade levels to support student learning and social emotional development.

Inputs	Evidence	Responsibility	Timeline
Provide district and building level teams with training focused on MTSS (Multi-Tiered Systems of Support)	Gap Analysis Analysis of behavior and academic data	BOCES MTSS Coordinator District and building-level MTSS teams	2021-24 School Years

Professional Learning Plan 2021-2022

Objective 3: Provide students with lessons designed to support the NYS Social Emotional Learning Benchmarks.

Inputs	Evidence	Responsibility	Timeline
District Administrators will engage in an analysis of the NYS Social Emotional Learning Benchmarks and the CASEL SEL Core Competencies in order to conduct a building level gap analysis.	Leadership meetings focused on building understanding of the SEL Benchmarks and the development of turnkey opportunities through Building-based professional development, appropriate to student/staff needs.	Directors Building Administrators Student Services Team Counselors Teacher Leaders Teachers	2021-2022 Academic School Year
pK-12 Teachers will receive training in understanding the NYS Social Emotional Learning Benchmarks and how to integrate them into core curriculum where appropriate.	Curriculum maps containing NYS SEL benchmarks SEL Screening data Behavior data	Building Administrators Directors Coaches Mentors Teacher Leaders Teachers	2021-2023 Academic School Years
pK-12 School Counselors will provide lessons from the Comprehensive Guidance Plan for all students in grades K-12.	Lessons in classrooms according to the scope and sequence chart	School Counselors	2021-2022 Academic School Year

Professional Learning Plan 2021-2022

Objective 4: Provide students with lessons aligned to the 2020 NYS Physical Education Standards

Inputs	Evidence	Responsibility	Timeline
pK-12 Physical Education Teachers will receive training on the 2020 NYS standards in Physical Education and will revise their curriculum to ensure alignment with standards.	Curriculum maps containing updated NYS PE Standards Student assessment results	Director of Physical Education PE Teachers	2021-2023 Academic School Year

5. Provisions for Mentoring

Goal: To provide services that support the instructional program, maximize resources and improve customer service by expanding professional capacity.

Objective: Victor Central Schools will ensure that new staff know our mission and vision, understand their role within the district and the school, and utilize standards-based planning and instruction.

Provisions for Mentoring Program

The Victor Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Victor Central Schools holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Professional Learning Plan 2021-2022

<p>Procedure for Selecting Mentors</p>	<p>A rigorous selection process including narrative essay, letters of recommendation, completed application in conjunction with administrative approval and mentor panel interview is used to select mentors.</p>
<p>Role of the Mentors</p>	<p>Confidentiality The Mentor Panel has designed specific program assurances to protect confidentiality between the mentor and intern. During the initial interview, the Mentor Panel places a high priority on the potential mentor’s understanding that the position of mentor is a highly confidential position. Potential mentor(s) must clearly understand it is not an administrative position. Information provided to them by the interns is to be maintained in strict confidence. When a mentor observes an intern, the data collected during the observation will be provided only to the intern, and the mentor will provide feedback from the observation in a confidential setting with the intern.</p> <p>Support It is crucial that the intern sees the mentor in a supportive role. This relationship is developed through activities during New Teacher Orientation, conferences, informal discussions, and on-going staff development. In addition, the mentor attends post-observation conferences with the intern, as well as other conferences with administrators as requested.</p> <p>Facilitation The mentor(s) facilitate on-going professional development for untenured teachers.. At these staff development sessions, the group is able to focus on topics of broad concern or importance. An added benefit to such group discourse is the development of personal friendships and professional networks. The mentor(s) may also make specific referrals to support groups, individuals, and faculty/administration that may provide additional or more specific information on a topic of interest.</p> <p>Professional Growth The mentor(s) are expected to conduct observations of the interns and meet with them to discuss instruction and other pertinent issues. The purpose of these activities is to develop or enhance</p>

Professional Learning Plan 2021-2022

	<p>effective teaching skills and to encourage the habit of self-reflection, an integral component of effective teaching.</p> <p>Collaboration The mentor(s) are expected to work closely with each other (if applicable), their interns, Mentor Pool members, Mentor Panel members, and district administrators. A high degree of collaboration is required.</p> <p>Improvement Plans In addition to working with teachers new to the district, the mentors work with tenured teachers who have been identified as those in need of a Plan for Improvement, per the VTA/BOE agreement and/or the current VCSD APPR document.</p>
<p>Preparation of Mentors</p>	<p>Mentoring is based on a learning-focused relationships, with clear roles to increase teacher efficacy as instructional problem-solvers and decision makers (Lipton & Wellman, 2018). Mentor preparation is self-directed and responsive to needs of the district and interns.</p>
<p>Types of Mentoring Activities</p>	<ol style="list-style-type: none"> 1. Meet with interns as needed. 2. Observe the interns both formally and informally as needed. 3. Provide data as requested and feedback to the interns regarding their lessons in written form or in a post-conference setting. 4. Assist in the development of daily and long-range planning as necessary. 5. Communicate with the appropriate school principals at least monthly. 6. Clarify and reinforce administrative expectations for interns as needed. 7. Attend post-observation conferences with interns. 8. Conduct and/or plan on-going seminars and chats. 9. Assist the intern in developing appropriate interpersonal skills within the professional community including teachers, ancillary staff, and administrators. 10. Meet with the Mentor Panel and/or the Teaching Center Director to discuss the needs of interns and facilitate appropriate activities. Mentors will plan and facilitate

Professional Learning Plan 2021-2022

	<p>professional development for interns. Professional development opportunities are communicated in the summer.</p> <ol style="list-style-type: none"> 11. Formally report to the Mentor Panel on a monthly basis. 12. Assist the Mentor Panel in preparation of reports as needed. 13. Organize, run, and participate in New Teacher Orientation, district induction. 14. Utilize the skills and talents of the Mentor Pool members to assist whenever necessary to meet the needs of the interns.
Time Allotted for Mentoring	The Victor Mentoring Program currently has 2 FTE Mentors that are TOSAs.

6. Provisions for School Violence Prevention and Intervention

The Victor 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 learning 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 learning 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.

Upon request or determination of necessity, The Victor Central Schools will provide refreshers on school violence prevention and intervention.

Objective: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

1. A district-wide safety team representing all stakeholders meets at least quarterly to review and revise the following district documents: district-wide safety plan, and building level safety plans.
2. The District Council, which is a Shared Decision Making group, reviews the Code of Conduct annually and makes recommendations to the Board of Education.

Professional Learning Plan 2021-2022

3. At least annually the School District Resource Officer meets with each school's Building Emergency Response Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.
4. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.
5. Each building conducts a presentation on Dignity for All Students Act (DASA) requirements and expectations to their building staff on an annual basis.

7. Provisions for Teachers Certified in Bilingual and 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 will be provided with a minimum of 50 Percent 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 integrating language and content instruction for English language learners.

Though the Victor Central School District has been provided a waiver due to English Language Learners making up less than five percent of our population, we will provide other CTLE certificate holder's, Professional and Level III Teaching Assistants, Professional Learning clock hours dedicated to the needs of English Language Learners including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners as needed.

Victor Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education Resource Network or other approved sponsors to fulfill these requirements.

Objective: Provide professional development for general education teachers and teachers within the English as a New Language program.

Strategies:

1. Provide professional development opportunities focused on stages of language acquisition, instructional practices for supporting English Language development in the classroom and learning strategies to increase performance of English Language Learners (ELLs).

Objective 1: Provide teachers new to Victor professional development focused on language acquisition for ELLs.

Professional Learning Plan 2021-2022

Inputs	Evidence	Responsibility	Timeline
pK-12 teachers that are new to Victor will receive professional development focused on the stages of language acquisition and learning strategies in the classroom.	<p>Session with new teachers, TESOLs and Mentors</p> <p>Survey regarding PD effectiveness completed by new teachers</p>	<p>Director of Educational and Support Services</p> <p>TESOLs</p> <p>Mentors</p>	2021-2022 Academic School Year

Professional Development within the Victor Central School district is thoughtfully planned and implemented based on need. All professional groups within the organization are encouraged to engage in professional learning so as to best meet the needs of our students. Throughout the school year, teachers through participation in superintendent conference days, professional learning community meetings and job-embedded professional development will meet and exceed the CTLE hour expectations.

After each professional learning activity, faculty and staff submit evaluation forms that are then used to assess the efficacy of the activity, as well as to plan for future offerings. In addition to district provided professional learning, CTLE credit is provided through

- the Victor Teacher Center
- Professional meeting including: faculty, department, grade level, Professional Learning Communities, and Colleague Consultations
- Service as a cooperating teacher for a student teacher
- Successful completion of National Board Certification or successful completion of recertification
- Mentor Program training classes including New Teacher Orientation and periodic seminars
- Approved graduate level college course work
- Approved off-campus, online conferences and workshops
- Consistent attendance and participation in district facilitated committees including but not limited to District council, Curriculum council, and program reviews
- Publishing in education journals
- Approved teacher collaborative projects, study groups, or Alternative Supervisory Assessment
- Participation in local, regional, and State curriculum related committees or projects
- Coaching cycles and/or Teacher Awards

Professional Learning Plan 2021-2022

PROFESSIONAL learning PLAN STATEMENT OF CERTIFICATION

School District: Victor Central School District

BEDS Code: _____

The superintendent certifies to the Commissioner that: (1) The planning, implementation and evaluation of the plan were conducted by a professional learning team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan. (2) The requirements of CR 100.2 (dd) to have a professional learning plan for the succeeding school year have been met. (3) The school District or BOCES has complied with the professional learning plan applicable to the current school year. (4) The plan focuses on improving student performance and teacher practice as identified through data analysis. (5) The plan describes professional learning that: • is aligned with state content and student performance standards; • is articulated within and across grade levels; • is continuous and sustained; • indicates how classroom instruction and teacher practice will be improved and assessed; • indicates how each teacher in the district will participate; and • reflects congruence between student and teacher needs and district goals and objectives. (6) The plan describes how the effectiveness of the professional learning will be evaluated and indicates how activities will be adjusted in response to that evaluation. (7) The plan complies with CR 100.2(dd) to: • describe and implement a mentoring program for new teachers; • provide teachers holding a professional certificate with opportunities for completing 100 hours of professional learning (CTLE) every five years; • ensure that level III teaching assistants and long-term substitute teachers participate in professional learning activities, • state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan; • describe how all teachers will be provided professional learning opportunities directly related to student learning needs as identified in the school report card and other sources; • provide staff with training in school violence prevention and intervention; and • provide professional learning to all professional and supplementary school staff who work with students with disabilities. (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: <http://www.emsc.nysed.gov/part100/pages/1002h.html>. (9)

Professional Learning Plan 2021-2022

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

November 10, 2021

Print Name of Superintendent of Schools Tim Terranova

Original Signature of Superintendent of Schools 

Date 11/10/21