



**Williamson Central School District  
Professional Learning Plan  
2022-2023**

***“Doing what’s right for children.”***

## Williamson Central School District Professional Learning Plan

---

### **Mission:**

Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom.

### **Vision:**

Active learning in a supportive and respectful environment.

### **Beliefs:**

We believe...

- all children can learn.
- all children will reach their highest potential.
- we must educate the whole child.
- communication is the single most important skill.
- the education of a child requires the active involvement of the entire community.
- all members of our community serve as role models for our children.
- all community members have a voice in decision-making.
- our buildings belong to the community and will serve as places for lifelong learning in supporting each other.
- that laughter and joy are a part of learning.

### **This plan is being submitted by:**

Williamson Central School District  
4184 Miller Street, PO Box 900  
Williamson, NY 14589  
BEDS Code: 651402040000

## Williamson Central School District Professional Learning Plan

---

### **Professional Development Planning Team:**

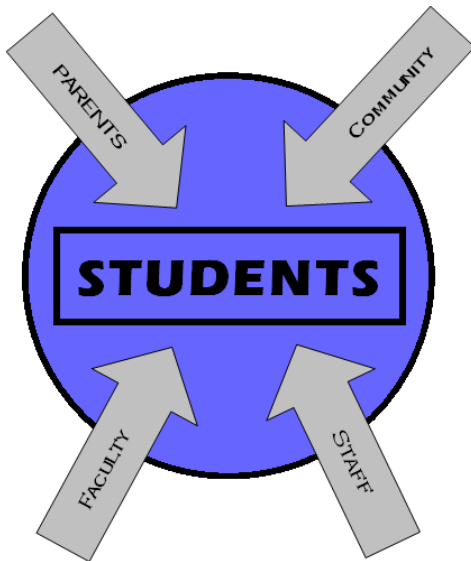
Carole Picha - ES Teacher	Michele Kuhl - HS Parent Rep
Carrie Petrie - ES Teacher	Tina Zanino-Palumbo - MS Teacher
Doreen Picotte - ES Classroom Aide	Rich Rozzi - MS Teacher
DeeDee Eaton - ES Teacher Assistant	Cathie Abdunnasir - MS Teacher Assistant
Erina Guilfoil - ES Teacher	Mary Leister-Schied - MS Teacher
Lauren Szklany - ES Teacher	Nancy Miller - MS Teacher
Rebecca Dennie - ES Teacher	Joan Frank - MS Monitor
Rhonda Tuchrelo - ES Teacher Assistant	Tara Hillegeer - MS Parent Rep
Beth Brennan - ES Parent Rep	McKayla Gordon - MS Teacher Assistant
Ellen Saxby - Administrator	John Fulmer - Administrator
Jessica Craft - Administrator	Kate Taylor - Administrator
Kate Avery - Administrator	Marygrace Mazzullo - Superintendent
Hilary Chaya - Administrator	Rachel Liberatore - Asst. Superintendent for Instruction
Leigh Prescott - HS Psychologist	
Sally Schillaci - HS Counselor	
Diane Greco - HS Teacher	
Laura Robinson - HS Teacher	
Amy Prater - HS Clerical Staff	
Michelle Blik - HS Clerical Staff	

### Introduction:

As per Section 110.2 (dd) of the Commissioner's Regulations, this Professional Learning Plan (PDP) is intended to improve the quality of teaching and learning by ensuring that all certified educational professionals participate in substantial professional development in order to remain current in their profession and meet the learning needs of their students. The PDP must be aligned with the New York State Learning Standards, New York State Assessments, and be responsive to the linguistic, cultural and special needs of students, as well as a range of teacher capacities.

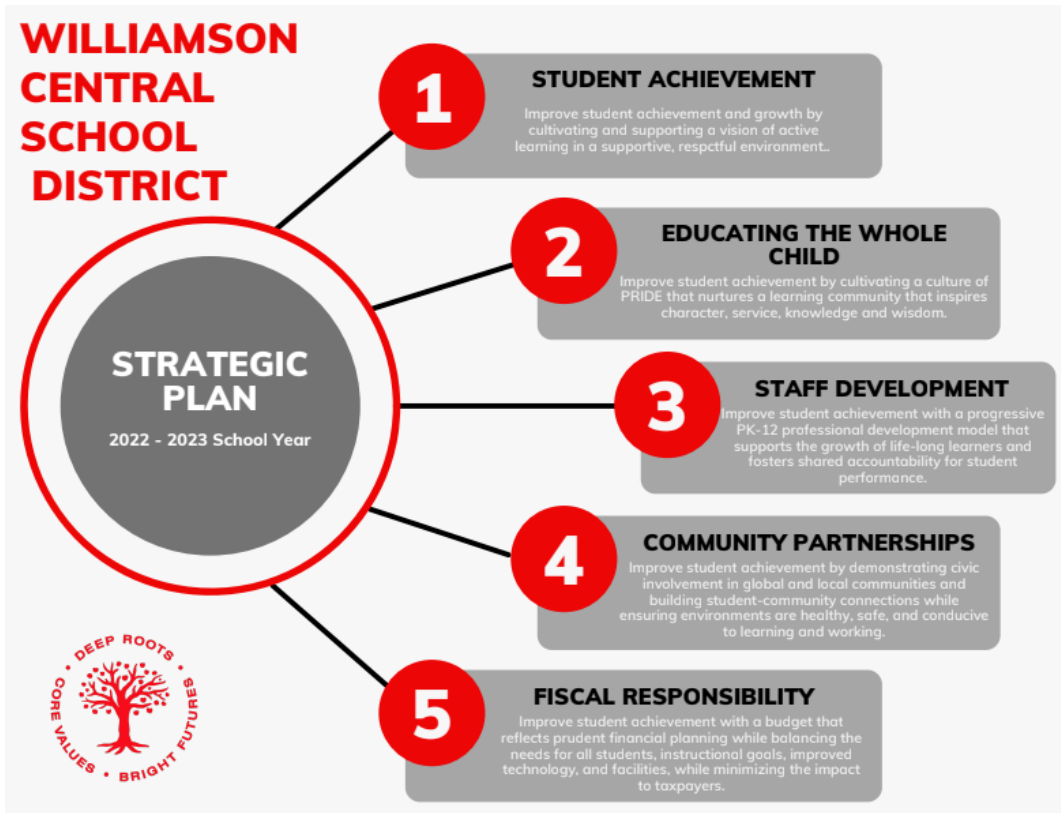
Williamson Central School District is, and has always been, dedicated to educating the whole child by providing relevant and rigorous academics, supporting character development and providing positive, learner centered behavioral management.

Students are at the center of what we do.



Our strategic plan begins with objectives set by our Board of Education that are determined based on data review and analysis . We are committed to continuous improvement through goal setting, learning and professional learning, data collection, reflection and actionable steps related to these overall strategic objectives.

# Williamson Central School District Professional Learning Plan



**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 development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by the Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. This pertains to 100 hours of acceptable CTLE, every five-year period, in content, pedagogy, and language acquisition.

Williamson Central School, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, training, and professional development opportunities qualifying for CTLE credits. The district will utilize the NYSED certificate of completion form and will maintain records for the CTLE awarded for eight years. Educators are made aware that they must maintain personal records of their CTLE hours/activities for eight years.

The content of the Williamson Central 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.

**Philosophy:**

The purpose of this plan is to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in high quality professional learning activities in order to remain current with their profession and effectively meet the needs of students. As a district we are committed to supporting learning experiences and growth within our organization.

- **Designing Professional Learning Opportunities:** Our instructional team uses Learning Forward resources and the PD Framework to ensure that professional learning is timely, relevant, rigorous and promotes student achievement.

## Williamson Central School District Professional Learning Plan

- **Content Knowledge and Quality Teaching:** We utilize the Danielson Framework for observations and conversations around teaching and learning. Teachers are observed twice during a school year and are asked to reflect on their practice and focus on continuous growth.
- **Research-based Professional Learning:** Our professional learning is based on best practice and is determined through data collection, including surveys that seek input from our teachers themselves.
- **Collaboration:** School staff, parents and other community members are involved on Building Planning Teams, the Instructional Council and included in focused committee work.
- **Diverse Learning:** We have plans in place to meet the needs of all students, including those with disabilities or who are English Language Learners.
- **Parent, Family, and Community Engagement:** Parent and community involvement is a key results area of focus for our district.
- **Data-driven Professional Practice:** All of our decisions are grounded in the analysis of various forms of data including state assessments, standardized benchmarks, report card data, teacher collected data, surveys, attendance data, behavioral data, etc.
- **Technology:** Our district is dedicated to ensuring that students have multiple experiences utilizing technology to facilitate and enhance learning.
- **Evaluation:** The district has an approved 3012d Annual Professional Performance Review plan that incorporates both observation and student achievement data into teacher evaluation.

### Organizational Professional Learning Goals:

<b>Key Results Area: Staff Development</b>
<b>Essential Objectives:</b> <ul style="list-style-type: none"> <li>● Promote and foster teacher leadership in curriculum and instruction.</li> <li>● Ensure consistency and alignment of best practices UPK-12.</li> <li>● Foster strong relationships with students, families, each other, and the whole school community.</li> </ul>
<b>2022-23 Goal:</b> Increased implementation of Personalized Learning and other best instructional practices.
<b>Measure:</b> Instructional staff will show growth in the area of “Student Reflection and Ownership” on the Core Four Continuum of Personalized Learning between Fall 2022 and Spring 2023.
<b>Goal Met Status:</b>

## Williamson Central School District Professional Learning Plan

Action Steps	Person(s) Responsible	Person(s) Involved	Check In Dates	Progress Notes
<input type="checkbox"/> Core Four ... Assess in fall and spring				
(But still pd for all and pd on all PL)				
Communication and voice survey	BPT			
Monthly wellness activities for all staff from committee	Tiffany & Building Wellness Committee	Tier 1/Delia		
Ensure welcome for LTS or midyear staff	Kate/Main Office Staff			
Continue coffee talk and Sunday email	Kate			
Vending machine	Dave, the office			



## Williamson Central School District Professional Learning Plan

**Key Results Area: Staff Development - Improve student achievement with a progressive PK-12 professional development model that supports the growth of life-long learners and fosters shared accountability for student performance.**

**Essential Objective:**

- Partner with all staff to develop and implement strong professional learning practices, being role-models for lifelong learning
- Promote and foster teacher leadership in curriculum and instruction
- Ensure consistency and alignment of best practices UPK-12
- Foster strong relationships with students and families

**2022-23 Goal:** Outside of faculty meetings and superintendent conference days, all teaching staff will participate in two additional PD activities.

**Measure:** Generate a Google Form to track staff participation in PD sessions. (including PL coaches and Tech coaching) conference attendance reports, data from Personalized Learning Management system, Google Form capturing participation in on-line PD sessions (non district provided certificate needed.)

**Goal Met Status:**

Action Steps	Person(s) Responsible	Person(s) Involved	Check In Dates	Focus Areas	Progress Notes
Teaching staff will document participation in PD sessions on PLM	BPT	BPT/John Fulmer/KT	Begin September	Staff/ Professional Development	Using PLM, staff will document participation in Professional Development Opportunities in PLM Google Doc
BPT will survey staff regarding Professional Development interests (including infusing PL) and provide ongoing opportunities for PD based on results.	BPT	BPT/John Fulmer/KT	September /January/ April	Staff/ Professional Development	10th period PD sessions BPT will track PD offerings and staff attendance
BPT will disseminate Educational articles focusing on PD.	BPT	JF/KT	Ongoing	Staff/ Professional Development	Generate Document which include staff response to articles/Videos. (Provide 10 Articles)

Action Steps	Person(s) Responsible	Person(s) Involved	Check In Dates	Focus Areas	Progress Notes
Teaching staff will document participation in PD sessions on PLM	BPT	BPT/John Fulmer/KT	Begin September	Staff/ Professional Development	Using PLM, staff will document participation in Professional Development Opportunities in PLM Google Doc
					Emphasis on Personalized Learning
Support staff (CSEA) will be offered PD opportunities and be informed of available PD sessions.	BPT	JF/KT	Ongoing	Staff Professional/De velopment	BPT will look to provide Professional Development Opportunities to CSEA staff

## Williamson Central School District Professional Learning Plan

<b>Key Results Area: Staff Development</b>
Essential Objective: Provide opportunities to support teacher professional and social emotional growth
2022-23 Goal: Promote continued participation in staff development
Measure: Exit survey
Goal Met Status:

Action Steps	Person(s) Responsible	Person(s) Involved	Check In Dates	Focus Areas	Progress Notes
Provide professional learning around new literacy assessments	Karen Hoody Ellen Saxby	Staff	September 21 TBD	Staff Development	
Conduct quarterly personalized learning walk arounds.	BPT Team	Staff	TBD	Personalized Learning	

Implement roundtable staff collaboration sessions.	BPT Team	Staff	Ongoing	Staff Development	October 4 - grading - standardize November 2 - grading follow up February - computer science standards
Provide morning sessions for professional development: Technology (schooltool/schoolology) Mindfulness Collaborative Classroom	Rebecca Dennie Rhonda Tuchrelo Lauren Szklyny	Staff	TBD	Staff Development	
Brainstorm ways to celebrate staff.	BPT Team	Staff	Ongoing	Sense of Belonging	-Staff Pride Pals

### District Wide Professional Learning Goals:

- **Personalized Learning for all Students**
- **Digital Content Exploration and Utilization**
- **Implementation of MTSS, Tier I, Tier II and Tier III Supports and Practices**
- **Increase in Student Empowerment and Ownership**

### Provisions for Mentoring Program:

The Williamson Central School District's Mentoring Program is defined by Board of Education policy as outlined below:

All new teachers at Williamson Central School District 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

## Williamson Central School District Professional Learning Plan

---

program shall be developed and implemented consistent with any collective bargaining obligation 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:

### **Purpose:**

The Teacher Mentor Program is a collaborative initiative between the Williamson Central School District and the Williamson Faculty Association. It has been established to assist new teachers in making a successful transition to the District and assist teachers identified who are in need of instructional assistance. The intent is to promote excellence in education by maintaining the high quality of instruction delivered in our schools.

### **Goals:**

- To promote professional support and cooperation
- To provide training that leads to effective instructional and classroom management techniques
- To instill values, expectations, traditions and regulations of the organizations
- To reduce staff attrition in Williamson Central School and the profession by increasing effectiveness and commitment of new teachers

### **Beliefs:**

- New teachers must be supported in order to meet the new standards and the high expectations of the Williamson Central School District
- Improving teacher performance is a joint task of the Administration and the WFA
- A firm foundation leads to future success
- We will be able to achieve the new standards if we have a program that fosters professional growth and development

### **Rationale:**

- The number of new teachers will increase
- The standards and expectations for teachers and students will increase
- The desire to maintain a competitive edge in attracting highly qualified candidates

## Williamson Central School District Professional Learning Plan

---

· The desire to maintain quality teachers within the District after the initial investment

### **Organizational Structure:**

Steering Committee - This committee will establish the guidelines for the program and meet periodically to review the status and evaluate the program's results.

Representation on the committee is from each building (2 or 3 representatives), the WFA and the Administration.

Selection Committee - This committee's role is to assign mentors with mentees; the committee will meet in August to make new teacher assignments and then as needed throughout the year. The committee is composed of the Superintendent, the WFA President, the Assistant Superintendent for Instruction and one teacher selected by the WFA.

Mentor applications available to teachers	May
Applications returned	June
Selecting/Matching	July/ August
Workshop/Training for Mentors	August
Mentors meet Mentees	August
New Teacher Orientation	August
Formative Assessment of Program	December/January

### **Definition of Mentor:**

A mentor is an experienced tenured professional capable of assisting a new teacher in making a successful transition to the Williamson Central School District. Mentors would also work with identified teachers who are in need of improving instructional strategies. Mentors act in a collaborative, non-evaluative, advisory role. The goal is to assist, not assess.

**Responsibilities of the Teacher Mentor:**

- Assist new teacher/identified teacher
- Meet bi-weekly with new teacher/identified teacher
- Observe teacher a minimum of five (5) times per year (use of video or audio tapes may allow for additional observations with feedback to support improved effectiveness)
- Meet with larger group (mentor/mentee) throughout the year
- Participate in orientation
- Participate in training for mentors
- Model collegiality
- Facilitate growth and development of new teacher/identified teacher
- Observe teacher and set up referrals for teacher to observe other teachers
- Share ideas, problem solve, and promote effective practice

**Criteria for Selecting A Mentor:**

The Teacher Must:

- Be an effective resource for new teachers
- Be tenured and be permanently certified
- Have participated in Elements of Instruction or the equivalent
- Demonstrate instructional excellence
- Show evidence of continued professional development
- Be familiar with district and building level systems
- Have credible standing with colleagues
- Demonstrate the following personal qualities: open minded, positive, optimistic, reflective, ability to establish networks, sense of humor

**Length of Service:**

- Mentor/New Teacher relationship will be for one (1) year.
- Mentors may serve for two (2) years. Mentor's name will remain in the pool unless the Steering Committee or mentor decides otherwise.
- The District Office will maintain a file of mentors. Each spring the Selection Committee will reaffirm the availability of mentors and their willingness to participate as a mentor.
- Mentors will work with a maximum of two (2) new teachers (if possible).

**Guidelines:**

- Mentors will be advisors *not* evaluators.
- Mentors will be full time teachers.

**CTLE Credit for Mentors:**

- Teachers acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

**Provisions for School Violence Prevention and Intervention Training:**

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

Upon request or determination of necessity, the Williamson Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, the Williamson Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

**Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education:**

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50

## Williamson Central School District Professional Learning Plan

percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The Williamson Central School District’s teachers may utilize the expertise and training provided by the Regional Bilingual Education – Resource Network or other approved sponsors to fulfill these requirements.

The Williamson Central School District meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs. Should a waiver not be granted, all educators are informed of the CTLE Language Acquisition Addressing the Needs of English Language Learners requirements (see chart below).

<b>Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements</b>		
Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can <b>Exemption*</b> from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional Bilingual Extension Annotation	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent School Leader	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Extension Annotation	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
<b>*Exemption:</b> A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. For additional information, please see the <a href="#">English Language Learner and Multilingual Learner Regulations &amp; Compliance webpage</a> .		