

Professional Learning Plan



Williamson Central School District 2024-2025

BOE Approved 10/16/2024

"Doing what's right for children."

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Williamson Central School District

Professional Learning Plan

District Name: Williamson Central School District
BEDS Code: 651402040000
Superintendent: Elizabeth Bridget Ashton
Address: 4184 Miller St. Williamson, NY 14589
Phone: 315-589-9661
Plan Year: September 2024- June 2025

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.

Professional Learning Planning Team:

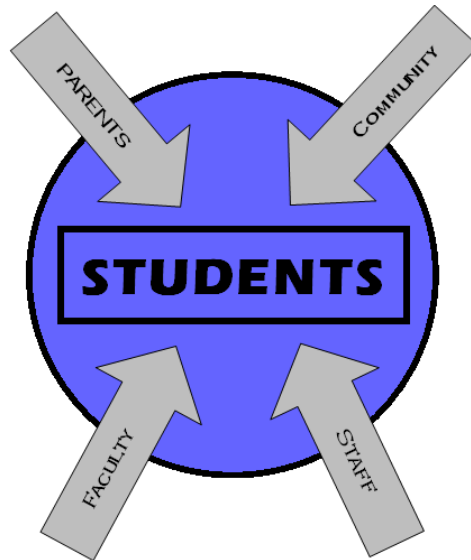
Bridget Ashton, Superintendent	Mikala Smolinski, Coordinator of Network and Technology Services
Rachel Liberatore, Assistant Superintendent for Instruction	Lauren Szklany, Elementary Interventionist, Instructional Coach
Robert Snyder, High School Principal	Mary Lyons, Elementary Interventionist, Instructional Coach
Michael Pray, High School Assistant Principal	Rhonda Tuchrelo, Teaching Assistant, Social-Emotional Coach
Kathryn Taylor, Middle School Principal	Katie Sensenbach, Teaching Assistant, Social-Emotional Coach
Bryon Rockow, Middle School Assistant Principal	Shannon Cornell, Elementary Special Education Teacher, Instructional Coach
Ellen Saxby, Elementary School Principal	Mary Weil, Secondary Counselor, Social-Emotional Coach
Jessica Craft, Elementary School Assistant Principal	Christy Bills, Secondary English, Social-Emotional Coach
Kelly Colling, Director of Pupil Personnel Services	Julie DeLyser, Secondary Special Education Teacher, Instructional Coach
Karen Hoody, Intervention Coordinator	Nancy Miller, Secondary Special Education Teacher, Instructional Coach
Danielle Murphy, Secondary Science Teacher	Rainee Tilkins, Elementary ELA/Social Studies Teacher
Jodi Bodak, Secondary Math Teacher	Ashley LaVallee, Elementary Social Studies Teacher
Matt Alampi, Secondary Social Studies Teacher	Ginny Kuryla, Secondary Math Teacher
Mark Blair, Secondary English Teacher, Instructional Coach	Janice Raspudic, Secondary Science Teacher
Olivia Schauf, Secondary Library	Erina Guilfoil, Elementary Teacher
Kayla Yarrow, Elementary Teacher	Stephanie Bodak, Elementary Teacher
Christian DeGrave, Secondary Band Teacher	Charlie Barnard, Elementary Teacher
Sean Spooner, Elementary Counselor	Laura Robinson, Secondary Special Education Teacher
Kristen Collins, Middle Counselor	

Introduction:

As per Section 110.2 (dd) of the Commissioner's Regulations, this Professional Learning Plan (PLP) is intended to improve the quality of teaching and learning by ensuring that all certified educational professionals participate in substantial professional learning in order to remain current in their profession and meet the learning needs of their students. The PLP 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.

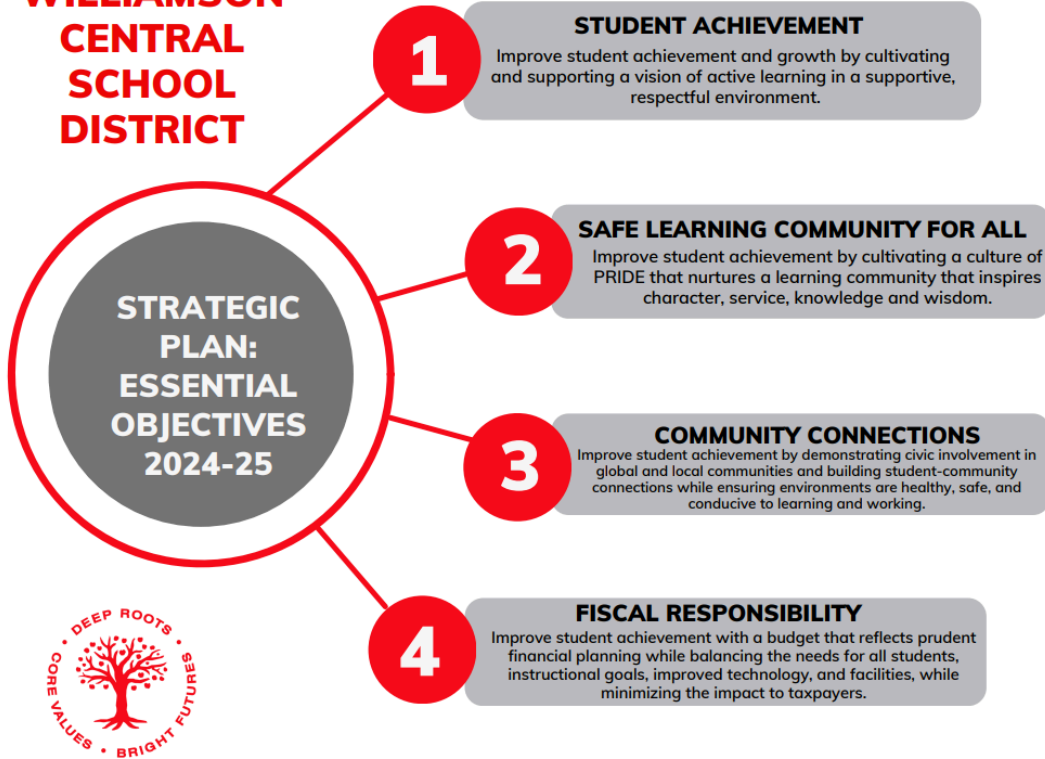
Williamson Central School District is, and has always been, dedicated to educating the whole child by providing relevant and rigorous academics, supporting character development and providing positive, learner centered behavioral management.

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



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 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 learning providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, training, and professional learning opportunities qualifying for CTLE credits. Educators must maintain personal records of completed continuing teacher and education leader (CTLE). Educators must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE.

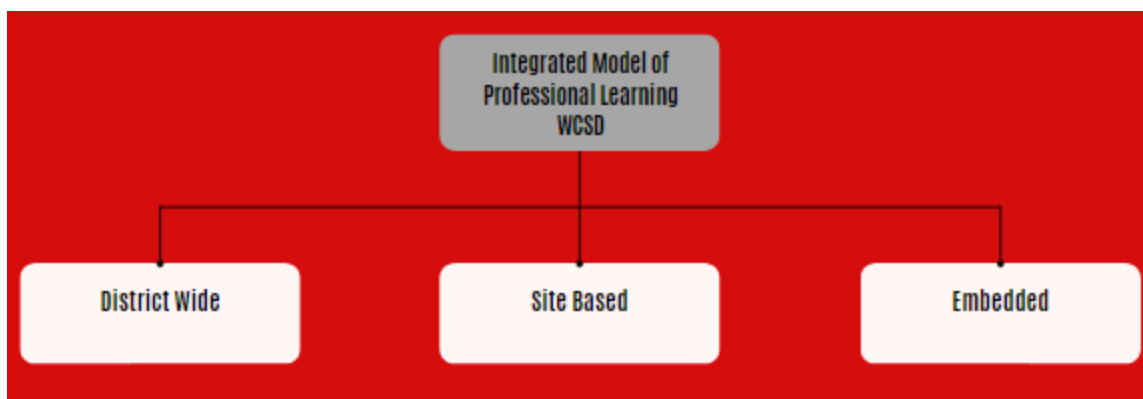
The content of the Williamson Central School District's professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

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: Professional learning design is based on data, is derived from the experience, expertise, and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- ☐ 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 research-based and provides educators with opportunities to analyze, apply, and engage in research.
- ☐ 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: Professional learning opportunities provide educators with the skills and knowledge needed to effectively collaborate and communicate with parents/guardians in order to promote student achievement.
- ☐ 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. Professional learning supports educators in the implementation and effective use of instructional technology.
- ☐ Evaluation: Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Williamson Central School District Professional Learning Models:



District Wide Professional Learning

District wide professional learning supports district wide goals, rooted in district vision, mission, and essential objectives.

- ☐ The New Teacher Induction Program provides support and orientation for new teachers.
- ☐ Superintendent Conference Days include general staff orientation, curriculum development, and in-service professional learning.
 - ☐ All teachers, long term substitutes, and teaching assistants participate in Superintendent Conference Day programming.
- ☐ After school committees designed to address national, state, and district initiatives will provide professional learning to enhance knowledge and build capacity for best practice (i.e. Grading/ Assessment Committee).
- ☐ Safety, security, and wellness programs, which include School Violence Prevention and Intervention and DASA training is provided for all professionals and supplementary support staff in the District.
 - ☐ All teachers, long term substitutes, and teaching assistants participate in School Violence Prevention programming.
- ☐ Additional professional learning opportunities are offered to target national, state, and district initiatives. These may be offered before school, after school, summer, half day, and full day in-service as well as through individualized coaching opportunities.
 - ☐ While voluntary, all teachers, long term substitutes, and teaching assistants may participate in additional professional learning opportunities.

Site-Based Professional Learning

Site-based professional learning focuses on the integration of District and building goals during faculty, department, or grade level meetings where examination of student work, best teaching practices, technology, self-help programs and content specific offerings are held by teachers, administrators, or consultants.

- ☐ Faculty meetings are scheduled no fewer than one time monthly.
 - ☐ All teachers, long term substitutes, and teaching assistants participate in faculty meetings.
- ☐ Department and/or grade level meetings are scheduled no fewer than one time monthly.
 - ☐ All teachers, long term substitutes, and teaching assistants participate in department and/or grade level meetings.
 - ☐ Content Area Specialists and grade level chairs provide turnkey training to team members as applicable.

Job-embedded and Differentiated Professional Learning

All teachers, long term substitutes, and teaching assistants have access to job embedded and differentiated professional learning. This type of professional learning format focuses on an individual's professional growth needs to meet district, building, and professional/personal needs. Training designs may include:

- ☐ Peer to peer observation
- ☐ Access to coaching
 - ☐ Formal coaching cycle with instructional or social-emotional coach
 - ☐ Co planning with instructional or social-emotional coach
 - ☐ Co teaching with instructional or social-emotional coach
- ☐ Data review of student benchmark activities and exams

- ☐ K-12 data review cycles are scheduled no fewer than three times annually.
- ☐ Mentoring opportunities

Needs/Data Analysis for Professional Learning Plan:

The New York State Learning Standards, Assessments System, and Every Student Succeeds Act Accountability Measures are used as the foundation of Williamson Central School District's Strategic Plan. The Professional Development Plan supports growth in areas identified in the district's essential objectives.

A data analysis of multiple data points supported the identification of the district's teaching and learning needs with the primary focus on improved academic achievement for all students. Data sources include:

- ☐ ESSA Accountability Status Identification Data
- ☐ Graduation Rates
- ☐ NYS School and District Report Cards
- ☐ Student performance results in local assessments

Evaluation:

Evaluation is vital to assess the level of effectiveness of a professional learning plan. The culture of evaluation must be safe for teachers and drive decision making in the design of future professional learning for the district. Professional learning must be evaluated from four, scaffolded frames:

- ☐ Frame 1 - Is content focused with clear and concise goals?
- ☐ Frame 2 - What is the defined time frame(s)?
- ☐ Frame 3 - How can we measure growth in teachers' knowledge, skills, and changes in attitudes and beliefs?
- ☐ Frame 4 - How can we evaluate the impact on student achievement?

Professional learning activities and opportunities will be adjusted in real time or for the following school year in response to evaluation.

Professional Learning Planner Aligned to Essential Objectives:

Student Achievement: Tier 1 Instruction	
Focus Area	<p>The Williamson Central School District will focus on Literacy/Reading instruction to ensure that more students achieve high levels of proficiency on state and local assessments.</p> <p>Professional Learning Activities May Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Superintendent Conference Day focus on literacy/reading (Science of Reading, Strategy Acquisition, Application) <input type="checkbox"/> K-4 focus on Collaborative Classroom - tier 1 practices <ul style="list-style-type: none"> <input type="checkbox"/> Pilot at 4th grade for Being a Reader 2e <input type="checkbox"/> 2nd Grade implementation of SIPPS as a tier 1 practice <input type="checkbox"/> Refresher training on i-Ready for all instructional staff K-8 <ul style="list-style-type: none"> <input type="checkbox"/> Instructional resources available <input type="checkbox"/> Using diagnostic data to drive instruction and groupings <input type="checkbox"/> Professional Development trainings for K-12 instructional staff on literacy integration and science of reading <input type="checkbox"/> Data review meetings - student performance review (Action step that may yield future professional learning activities) <input type="checkbox"/> K-4 Review of Crosswalk: Collaborative Classroom & Science of Reading (Action step that may yield future professional learning activities) <ul style="list-style-type: none"> <input type="checkbox"/> Action planning based on crosswalk <input type="checkbox"/> Instructional coaches in each building to provide personalized support integrating literacy/reading across content areas <input type="checkbox"/> Content Area Learning Walks - Focus on integration of literacy/reading instruction and skill development <input type="checkbox"/> Tech integration of new platforms designed to support literacy/reading across content areas

	<input type="checkbox"/> Intermittent support and progress monitoring of practice with ASI <input type="checkbox"/> Summer professional learning specific to literacy/reading instruction <input type="checkbox"/> To be determined based on teacher survey and student performance levels <input type="checkbox"/> Alignment of AIS and Tier 1 instruction (Action step that may yield future professional learning activities)
Focus Area	<p>The Williamson Central School District will focus on math instruction to ensure that more students achieve high levels of proficiency on state and local assessments.</p> <p>Professional Learning activities will be determined based on the scope of the work outlined below:</p> <input type="checkbox"/> Program analysis of current K-6 Math Program (enVision Mathematics) <input type="checkbox"/> Potential pilot of new math program <input type="checkbox"/> Implementation of 2023-24 Math Program Review Action Steps
Focus Area	<p>The Williamson Central School District will align curriculum, instruction, and assessments K-12 to meet New York State Learning standards and Next Generation Learning Standards.</p> <p>Professional Learning Activities will be determined based on the scope of the work outlined below:</p> <input type="checkbox"/> Dedicated time for curriculum writing <input type="checkbox"/> Prioritizing standards using REAL criteria <input type="checkbox"/> Developing Learning Progressions <input type="checkbox"/> Vertical Alignment by building (UPK-4, 5-8, and 9-12) and K-12 <input type="checkbox"/> Data Analysis of state and local assessments
Focus Area	<p>The Williamson Central School District will explore equitable grading practices to ensure clarity when reporting student performance levels.</p> <p>Professional Learning Activities May Include:</p> <input type="checkbox"/> Grading/Assessment Committee will explore the concept of extra credit and formative assessments <input type="checkbox"/> Introduction of work habit rubric - aligned K-12 <input type="checkbox"/> Broad learning for instructional staff - Grading practices that provide clarity around a student's knowledge of content/skills <input type="checkbox"/> Calibration exercises when evaluating work habits
Focus Area	<p>The Williamson Central School District will explore Project Based Learning (PBL) as an instructional practice designed to support student engagement and ownership of the learning process.</p> <p>Professional Learning Activities May Include:</p> <input type="checkbox"/> UPK-12 Introduction to Project Based Learning <input type="checkbox"/> Ongoing professional learning around the implementation of Project Based Learning <input type="checkbox"/> Historical Background <input type="checkbox"/> Relevancy <input type="checkbox"/> Teacher's Role <input type="checkbox"/> Standard Alignment <input type="checkbox"/> Gold Standard Practices <input type="checkbox"/> Dessert Projects versus PBL <input type="checkbox"/> Implementation/Integration
Focus Area	<p>The Williamson Central School District will explore the alignment between the Portrait of a</p>

	<p>Graduate and Instructional Programming.</p> <p>Professional Learning Activities May Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> UPK-12 ongoing professional learning on each of the components outlined in the Portrait of a Graduate <input type="checkbox"/> UPK-12 Analysis of the components outlined in the Portrait of a Graduate and instructional programming at WCSD. Initial conversations to begin about growth areas
Student Achievement: Enhanced Opportunities for CTE Experiences	
Focus Area	<p>The Williamson Central School District will identify a pathway for offering CTE experiences to students.</p> <p>Professional Learning Activities will be determined based on the scope of the work outlined below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of current offerings <input type="checkbox"/> Analysis of Counselor roles and responsibilities <input type="checkbox"/> Integration within the Comprehensive School Counseling Plan
Student Achievement: Refinement of MTSS Supports in Tier 2 and 3	
Focus Area	<p>The Williamson Central School District will refine MTSS supports to address the academic needs of students who require additional support.</p> <p>Professional Learning Activities May Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing professional learning for AIS providers on targeted interventions/best practice <input type="checkbox"/> Continue to refine levels of AIS to promote consistency K-12 (frequency, duration, group size) <input type="checkbox"/> Ongoing professional learning around progress monitoring
Safe Learning Community for All: Refinement of MTSS Supports in Tier 2 and 3	
Focus Area	<p>The Williamson Central School District will refine MTSS supports to address the social-emotional needs of all students.</p> <p>Professional Learning Activities May Include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ongoing TCIS training for staff across all departments <input type="checkbox"/> Youth Mental Health First Aid Training <input type="checkbox"/> TIG Table Top Exercises
New Teacher Induction Program	<ul style="list-style-type: none"> <input type="checkbox"/> Scope and Sequence for supporting new teachers <ul style="list-style-type: none"> <input type="checkbox"/> Onboarding <input type="checkbox"/> Tech Integration <input type="checkbox"/> Tier 1 Best Practices <input type="checkbox"/> Student Supports <input type="checkbox"/> Curriculum/Instruction <input type="checkbox"/> Workshop Topics (to be provided throughout the year) <ul style="list-style-type: none"> <input type="checkbox"/> Communication with stakeholders <input type="checkbox"/> MTSS Process <input type="checkbox"/> Student Management/Sense of Belonging <input type="checkbox"/> APPR <input type="checkbox"/> Tech Integration

Annual Professional Performance Review Plan (APPR)

Professional growth hinges upon expanding educators' content knowledge and the knowledge and skills necessary to honor the District's mission, which is to provide a learning community that inspires character, service, knowledge, and wisdom. Coaching and evaluation are supported by proven research practices on effective feedback, which is at the core of an effective evaluation system. Teacher development is directly linked to APPR with a focus on deconstructing highly effective teaching practices under the lens of the NYS teaching standards and teacher performance rubric.

Provisions for New Teacher Development - The Induction Program:

The Williamson Central School District's Induction 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 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. The district must maintain documentation of mentoring activities. Items to be recorded: names and teacher certificate numbers of mentors and teachers served, type of mentoring activities, and the number of clock hours of mentoring provided to each new teacher.

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

Activities:

- ☐ The district will provide New Teacher Orientation
- ☐ The district will provide New Teacher Workshops throughout the year
- ☐ New teachers will engage in non-evaluative observations with their mentor teacher

- ☐ The district will provide New Teacher Rounds, which is an opportunity for new teachers to observe and learn from colleagues
- ☐ New teachers will participate in Fall and Spring check-in meetings with building administration. The Spring meeting will include goal setting for the following year
- ☐ New teachers will participate in a three week coaching cycle with either the social-emotional coach or the instruction coach

Organizational Structure:

Selection Committee - This committee's role is to assign mentors with mentees; the committee will meet in July to make new teacher assignments and then as needed throughout the year. The committee is composed of the building and district level administrators. The committee considers the needs of the new teacher and the entity, considering the qualifications of the mentor.

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

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.

Evaluation of Induction Program:

- ☐ The district will administer a needs assessment annually to solicit feedback from new teachers and mentors.
- ☐ The needs assessment will align to the NYS mentor standards.
- ☐ The district will analyze the feedback provided to make appropriate adjustments to the induction program.

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.

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 Belonging: Diversity, Equity and Inclusiveness:

We live in a rapidly changing and interconnected world, a global community whose multiple parts are recognized as a whole. Students are expected to interact and collaborate routinely and effectively with people from across the planet, where different values shape culture and where language shapes human expression. When designing professional development opportunities, the Williamson Central School District recognizes the need to offer multiple perspectives, central to the development of what we teach and the instructional strategies applied to subject matter. Today's classrooms are centers of cultural and linguistic diversity where global perspectives rein instructional design. Belonging is a central theme.

Provisions for Continuing Teacher and Leader Education CTLE

Note: This section doesn't apply to teachers who hold permanent certification.

Teachers with Professional Certificates must complete 100 hours of professional learning/CTLE every five (5) years in order to continue to hold certification and teach in New York state. Per SED "Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance."

Allowable Activities:

- ☐ All activities must be approved by the Williamson Central School District and be delivered by a NYS approved provider. All professional learning provided by the Williamson Central School District may count toward required CTLE hours.

Tracking Hours:

- ☐ Per SED, "CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English Language Learners, the sponsor's name, and any identifying number, attendance verification, and the date and location of the program."
- ☐ CTLE documentation must be retained for a minimum of three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request.
- ☐ CTLE certificates should not be submitted to the NYSED Office of Teaching Initiatives unless requested.

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

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

The 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 will be informed of the CTLE Language Acquisition Addressing the Needs of English Language Learners requirements (see chart below).

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements		
Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* 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
*Exemption: 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 English Language Learner and Multilingual Learner Regulations & Compliance webpage .		

Professional Learning Plan Statement of Certification

School District: Williamson Central School District

BEDS Code: 651402040000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included teachers, one or more administrator(s), curriculum specialist(s), parent(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school District or BOCES has complied with the professional development 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 development that:
 - ☐ is aligned with state content and student performance standards;
 - ☐ is aligned with New York State Professional Development Standards at:
<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - ☐ 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 development 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 development every five years;
 - ☐ ensure that level III teaching assistants and long-term substitute teachers participate in professional development 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 development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - ☐ provide staff with training in school violence prevention and intervention;

- ☐ and provide professional development 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.p12.nysed.gov/part100/pages/1002.html> .)

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

Print Name of Superintendent of Schools: _____

Original Signature of Superintendent of Schools: _____

Date: _____

Adopted by the Board of Education on Date: _____