



Victor Central School District
Professional Learning Plan
2024-2025

VCS Professional Learning Plan 2024-2025

Professional Learning Plan Committee Membership

The Victor Central School District Professional Learning Plan Committee is a sub-committee of the VCS Curriculum Council, and is comprised of the Superintendent or designee, school administrators upon designation by the administrative 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.

2024 Membership

Name	Title	Name	Title
Carrie Goodell	Dir. of Math and Science	Luciana Cursino-Parent	Higher Education/Parent
Karen Finter	Ast. Super. Instruction	Kacey Holmes	Parent
Brian Gee	Principal, VJHS	Carol Prescott	Parent
Shannon Markin-McMurtrie	Dir. 7-12 Pupil Services	Christie Smith	Parent
JoEllen Hill	Teacher, VIS	Tristen Bernhardt	Student, VHS
Kelly McLaughlin	Teacher, ECS	Katie McCarthy	Teacher, ECS
Aly Ricci	Teacher, VPS	Ted Isham	Teacher, VPS
Sue Utz	Teacher, VHS	Lisa Shaw	Teacher, VIS
Laura Davis	Teacher, VJRHS	Dawn Knapp	Teacher, VHS
Melissa VanRensselaer	Teacher, VJHS	Salma Nhaila	Student, VHS
		Hannah Grace Check	Student, VHS

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1. **Mission, Vision, and Organizational Focus Areas**

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, district teams, including the Professional Development Office are focused on the following three pillars of our Strategic Plan:

Culture: Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

Learning and Instruction: Develop comprehensive processes and systems that positively impact all students' academic success.

Student Supports and Opportunities: Maximize student support and opportunities so every student can achieve their full potential.

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. VCS will maintain professional learning records for at least eight years, and professional learning transcripts are available through the Frontline Professional Learning system. Please see appendix A for a sample certificate from the VCS. The content of the Victor Central School District's

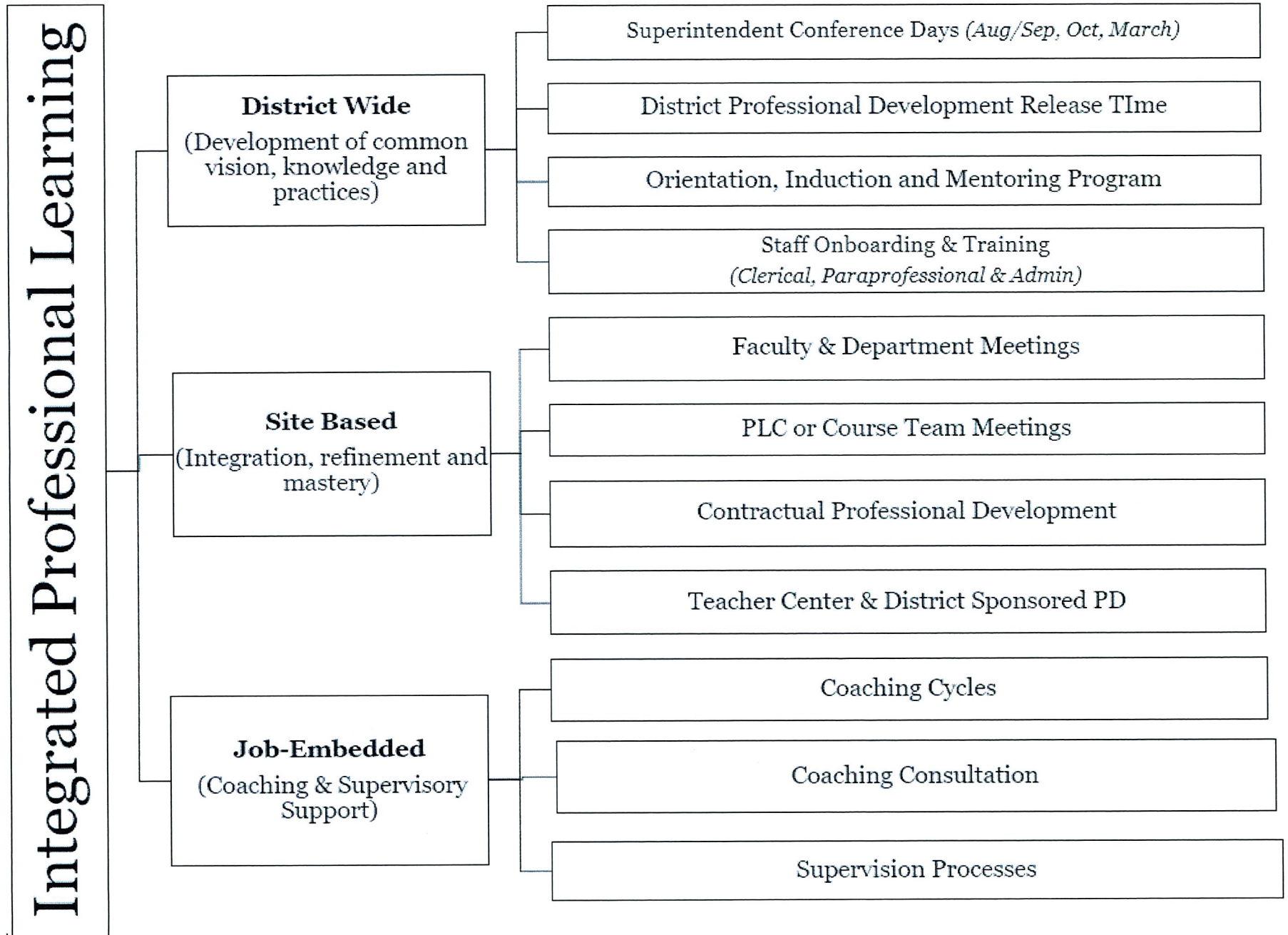
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professional learning plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

3. Philosophy

The Victor Central School District plans and implements an integrated model of professional development. This model includes different types of active professional learning where teachers are engaged in the analysis of teaching and student achievement. 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.



PD Standards

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

- **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.
- **Expanding Professional Capacity.** Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.
- **Leadership.** Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.
- **Professional Learning Approaches.** Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.
- **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. .
- **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.
- **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, district and building teams within 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:

- NYSED School Report Card & ESSA Indicators
- Disaggregated Student Achievement Data
- NYS and District Assessments (i.e., 3-8 testing and Regents exams) and College Boards (AP, SAT,)
- 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

SURVEYS:

- Professional Development Evaluations/Feedback Surveys
- Professional Development Needs Assessment(s)
- SEL Student Surveys (Panorama)
- Ontario County Youth At Risk Survey (Gr 8 and 10)

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. Professional Learning Action Plans

Culture Pillar: Create a welcoming, safe and inclusive community where all members are valued and the wellness of each individual is at the forefront.

PLP Goal Area: *Culturally Affirming Awareness and Practices*; Foster an inclusive and equitable community that empowers all stakeholders to value diversity.

Action Step(s)	Evidence	Responsibility	Timeline
Provide learning opportunities that will increase diversity awareness and inclusive mindsets for students, staff, and community.	Book Studies from the Office of Instruction and the Victor Teacher Center focusing on culturally responsive teaching and diversity, equity and inclusion. Sample Book Studies: <i>Grading for Equity</i> <i>Culturally Responsive Teaching & the Brain</i> <i>Start Here, Start Now</i>	Teacher/Leader Facilitators; Teacher Center Director Assistant Superintendent for Instruction; Principals	2024-2025 School Year (Site-Based)
Incorporate into curriculum writing, professional learning in support of the implementation of culturally responsive, student centered practices during development and subsequent instruction.	Curriculum documents incorporate best practices including diverse texts, multiple perspectives, accurate portrayals, and inclusive entry points. Classroom lessons and learning experiences incorporate culturally responsive, student-centered practices, including: teacher as	Assistant Superintendent for Instruction; Director of Humanities & Professional Learning; Director of Mathematics and Science; Principals PLCs Outside Presenters: Cody Miller, SUNY Brockport Kesha James and Shane Weigand, Resistance Mapping Curriculum Project	2024-2025 School Year (District & Site-Based)

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	facilitator, students producing artifacts of their learning, productive struggle and embedded total participation techniques.	(U of R) Dr. Jevon Hunter, Buffalo State University	
Provide professional development that supports inclusive practices within diverse classroom settings, including Students with Disabilities (SWD) and English Language Learners (ELL).	Completed training and implementation of best practices within consultant and integrated co-taught classrooms. Completed training to faculty regarding instructional strategies that promote inclusion within diverse classroom settings.	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities & Professional Learning, Director of Mathematics and Science, Directors of Special Education Outside Presenters: R-BRN (Monroe 2 BOCES); Monroe 1 BOCES ICT Trainers and Coaches, University of Rochester Cadre	2024-2025 School Year (District & Site-Based)
Provide professional development regarding Responsive Classroom (pK-3) and Restorative Practices (4-12) to support the development of strong classroom communities.	Completed Training for PPS Teams and Administration (Summer 2024) with follow-up sessions, as needed	WFL BOCES Trainer;	2024-2025 School Year (District & Site-Based)

Learning and Instruction Pillar: Develop comprehensive processes and systems that positively impact all students' academic success.

PLP Goal Area: Curriculum and Instruction, Development: Develop an aligned, guaranteed, and viable PK-12 curriculum to meet the needs of all students.

Action Step(s)	Evidence	Responsibility	Timeline
pK-12 Teachers and administrators will receive training on and facilitation of the development of a guaranteed and viable curriculum, aligned to content standards. Areas of focus: Next Generation ELA/Math, NYS Science Learning Standards Computer Science & Digital Literacy, SEL Framework, , NYS Visual & Performing Arts Standards, NYS Health Standards, NYS SS Framework, NYS CTE Standards (Technology, Business, FACS)	Completed trainings for all teaching faculty and administration Updated curriculum maps and common assessments. Updated Curriculum Audit documentation.	Directors will train all teachers, teacher leaders, and building administrators in the curriculum development/refinement process. Teaching teams will develop curriculum using common processes and templates, relying heavily on the unpacking and prioritization of State standards. Outside Presenters/Supports: CTE TAC	2024-2025 School Year (District & Site Based)
Teachers and administrators will receive training on best practices related to assessment development and assessment data analysis.	Unit based curriculum writing will include opportunities to explore assessment best practices including formative and summative assessment development. PLCs will be trained on tools (ie: eDoctrina) to capture assessment data in addition to protocols that	Directors, Curriculum Writing Teams, Teacher Leaders(pk-12) Assistant Superintendent for Instruction; Directors, Teacher Leaders, PLCs	2024-2025 School Year (District and Site Based)

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	would support the analysis of data and the refinement of instructional practices as a result.		
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Learning and Instruction Pillar: Develop a comprehensive process and systems that positively impact all students' academic success.

PLP Goal Area: *Student Achievement*, Vision: Foster a learning environment that supports high levels of student achievement for all.

Action Step(s)	Evidence	Responsibility	Timeline
pK-12 Educators will receive training in implementing research-based Social and Emotional Learning strategies at the Tier 1 level	Panorama survey results focused on SEL	PPS Team members, including Counseling, Psychologists and Social Workers, Building Administration	2024-2025 School Year (Site Based)
pK-6 teachers will receive training related to instructional practices aligned to literacy research. Teachers will be provided with word study, vocabulary and comprehension training.	Literacy workshops offered throughout the year PLC discussion of the impact of new teacher learning on student results	Director of Humanities, coaches, and teacher leaders to offer workshops pK-6 Teachers to attend trainings and implement in classrooms Principals	2024-2025 School Years (District & Site Based)
Professional development will be provided to teachers of mathematics to broaden the understanding of <i>Building Thinking Classrooms</i> and the mathematical routines.	Classroom instruction, WIN time and AIS providers will leverage mathematical routines and strategies from BTC (<i>Building Thinking Classrooms</i>) as observed through	K-5 Math Coach K-12 STEM Coach Teacher Leaders Director of Mathematics and Science	2024-2025 School Year (Site Based)

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	PLCs and the supervision process.		
K-12 Teachers of science will engage in training in support of the implementation of the NYS Science Learning Standards and NYS Science Investigations	Grade level and Course PLCs will participate in the training.	Director of Mathematics and Science, Science Teacher Leaders, Science TOSA	2024-2025 School Year (Site Based)
In support of the 1:1 initiative, faculty and staff will have opportunities to engage in professional learning that promotes student-centered learning and achievement through the integration of Instructional Technology.	Technology workshops will be offered throughout the year, focusing on tools and best practices. Summer Technology Conference (in-district) will feature outsider presenters.	Director of Technology, Technology TOSAs/Coach, Teacher Leaders	2024-2025 School Year (District and Site Based)
Through contractual professional development time, teachers will be provided the opportunity to analyze student assessment data to identify strengths and areas of need to address within the Tier 1 as well as within the Tier 2/3 settings. Professional skill focus areas include: • Backwards planning (Enduring Understandings, Evidence of Learning)) • Student-centered instruction, resulting in student work that demonstrates evidence of	PLCs and Course Teams will review current instructional practices and will reflect on impact through a review of student work.	Directors, Building Administration	2024-2025 School Year (Site Based)

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learning • Culturally responsive practices • Utilization of eDoctrina as an Assessment tool			
Teachers will be provided the opportunity to engage with Dr. Jevon Hunter (Buffalo State) to revise a current unit to incorporate culturally responsive components (high expectations, problem-based or project based assessment, community connections, relevant application of skills)	Selected Teacher teams will meet periodically to work on units of study throughout the year (up to 15 hours) to revise current units and/or develop learning experiences..	Assistant Superintendent for Instruction, Directors, Coaches	2024-2025 SY (District Based/Action Research)
Probationary teachers (P2-P4) will participate in a 4-day release program providing a strong foundation in Backward Design Planning including assessment for learning and student-centered learning.	Cohort training for up to 30 P2-P4 teachers will be completed (4 sessions / cohort)	Assistant Superintendent for Instruction, Directors, Coaches	2024-2025 SY (District Based)

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Student Supports and Opportunities Pillar: Maximize student support and opportunities so every student can achieve their full potential.

PLP Goal Area: *Special Education*: Create a vision and identify processes and supports to promote growth and achievement for all students.

Inputs	Evidence	Responsibility	Timeline
Provide educators working in high-needs special education classrooms training directly related to their role, including IEP writing and Case Management.	Faculty and Staff will have a common understanding of the IEP development and refinement process and Case Management.	Assistant Superintendent for Pupil Services, Directors of Special Education, Teacher Leaders, BOCES Trainer	2024-2025 School Year
Provide a consistent training foundation for faculty regarding the function of behavior, including Therapeutic Crisis Intervention in Schools (TCIS)	Teaching Teams will be trained in the foundations of TCI in cohorts throughout the year.	Assistant Superintendent for Pupil Services, Directors of Special Education, WFL BOCES Trainers, District Trainers	2024-2025 School Years (Site Based)
Provide all staff with a deeper understanding of Response to Intervention and Multiple Tiered Systems of Support.	Training will be embedded into the RtI/MTSS process. Tier 2/Tier 3 training will be provided to interventionists and RtI Teams throughout the year, with revised processes/criteria implemented during the year.	Building Administration, MTSS TOSA, Directors	2024-2025 School Years (District and Site Based)
Provide ongoing training and support for the faculty in support of the integrated co-teaching (ICT) model.	Facilitator lead training (BOCES) provided to all co-teaching partners and administration. Overviews of inclusive educational	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities, Director of Mathematics and Science, Directors of Special	2024-2025 School Years (District and Site Based)

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	practices provided to all staff through the conference day structures. Co-teaching partners will have access to coaching support throughout the school year.	Education	
Provide training to build understanding of Social-Emotional Learning competencies and the intersection with academic tasks.	Implementation of protocols to support: • Self management (Checklists, timelines, check-ins) • Relationships: Community building circles, Responsive Classroom practices) • Self awareness (Conversation protocols, goal setting and progress tracking)	Assistant Superintendent for Instruction; Assistant Superintendent for Pupil Services, Director of Humanities, Director of Mathematics and Science, Directors of Special Education, Coaches	2024-2025 School Years (District and Site Based)

Teacher Assistants:

Learning and Instruction Pillar: Develop a comprehensive process and systems that positively impact all students' academic success.

Learning & Instruction: PLP Goal Area, *Student Achievement, Vision:* Foster a learning environment that supports high levels of student achievement for all.

Student Supports & Opportunities: PLP Goal Area, *Special Education:* Create a vision and identify processes and supports to promote growth and achievement for all students.

Over the last several years, there has been an increase in the number of Teaching Assistants across the district. These specialized roles require a level of introductory training and ongoing support:

Inputs	Evidence	Responsibility	Timeline
Provide training to teacher assistants aligned with student behavioral support strategies.	TAs will be invited to TCIS training throughout the year, including annual refreshers. TAs at the early elementary level (pK-3) will have training in Responsive Classroom practices, including inclusive language,	Directors of SPED, TOSAs, Building Administration	2024-2025 School Year Conference Days After-School PD Sessions
Provide an overview of content-specific, grade level learning goals, aligned with TAs area of focus.	ICT Teams will meet to review grade level goals, and individual student needs.	ICT Teams, SPED TOSAs	2024-2025 School Year Conference Days (Aug.-Sept.)

6. 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.

VCS employs two full time mentor teachers that serve as a mentoring support to all new faculty members in their first year; some staff continue to be supported with the mentor program further into their probationary period.

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

Procedure for Selecting Mentors	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.
Role of the Mentors	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.

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.

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.

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 effective teaching skills and to encourage the habit of self-reflection, an integral component of effective teaching.

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.

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.

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Preparation of Mentors	Mentoring is based on a learning-focused relationship, 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.
Types of Mentoring Activities	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 development for interns. Professional development opportunities are communicated in the summer. 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.
CTLE Credits for Mentoring New VCS Educators and Teacher Candidates	Educators acting as a mentor to a new classroom teacher earn CTLE credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate earn up to 25 hours of CTLE credit towards the CTLE requirement in each five-year registration period.

7. 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. While these trainings are mandatory, they are not eligible for CTLE credit through the VCS system.

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.
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.
6. All staff are provided with access to mandated safety training, including Work Based Violence Prevention, Sexual Harassment training, Safe Schools, Internet Safety/ed Law 2d training, etc.

8. 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 training 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.

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.	Session with new teachers, TESOLs and Mentors Survey regarding PD effectiveness completed by new teachers	Director of Humanities and Professional Learning TESOLs Mentors	2024-2025 Academic School Year

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

9. Additional Professional Development Supported by VCS:

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. Each professional learning activity that is eligible for CTLE credit is maintained within the VCS Professional Growth system (formerly MyLearningPlan).

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

- Workshops, Book Studies and courses offered through the Victor Teacher Center and the Greater Rochester Teacher Center Network
- Professional learning (workshops, study sessions, trainings) that occur during faculty, department, grade level, Professional Learning Communities, and Colleague Consultations

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- Service as a cooperating teacher for a student teacher
- Successful completion of National Board Certification or successful completion of recertification
- Mentor provided workshops as offered through VCS New Educator Orientation
- Approved graduate level college course work
- BOCES sponsored professional development
- Approved off-campus, online conferences and workshops
- 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 STATEMENT OF CERTIFICATION

School District: Victor Central School District

BEDS Code: 431701060000

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 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;

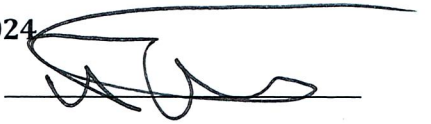
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- describe how all teachers will be provided professional learning opportunities directly related to student learning needs as identified in the school report card and other sources;
- provide staff with training in school violence prevention and intervention; 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)

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education. **JULY 11, 2024**

Print Name of Superintendent of Schools **Dr. Timothy Terranova** Original Signature of Superintendent of Schools

Date

A handwritten signature in black ink, appearing to read 'Dr. Terranova', is written over a horizontal line.

VCS Professional Learning Plan 2024-2025

Appendix A: CTLE Certificate Sample

Victor Central School District
953 High Street
Victor, NY 14564
Phone: 585-924-3252
Email: Williamsonk@victorschools.org

(Authorized Provider #: 857)

This certifies that
(DOB:5/8/1971, SSN:n/a) has

successfully completed the following course/activity:

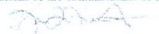
Technology Summit: Keynote Marcia Kish

This started on 7/27/2022 and was completed on 7/27/2022

1 Hours - 100 Hours CTLE requirement

Category - Content, ELL, Pedagogy

I certify that the individual listed completed the
CTLE cited pursuant to Subpart 80-6 of the
Regulations of the Commissioner of Education



Karen Finter
Assistant Superintendent for Instruction

Printed on 8/21/2022
