HOLLAND PATENT CENTRAL SCHOOL DISTRICT
Organizational Professional Learning Plan
2023 - 2026

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Vision

The Holland Patent CSD will be a leading educational organization where all students and staff are excited to be engaged and growing to their full academic potential. We will strive to always meet the comprehensive needs of our students. We will embrace and support a culture of positive collaboration and productive cooperation.

Introduction

The intent of the Professional Learning Plan for the Holland Patent Central School District is to ensure that all district educators are provided with the staff development opportunities that ultimately improve student learning and achievement. In doing so, these activities and opportunities will increase educators' knowledge and skills, improve their instructional practices, and allow for up-to-date awareness of local and state standards, regulations, and initiatives. The Professional Learning Plan describes a vision of adult learning that is collaborative, continuous, and embedded in daily practice. This plan builds on and strengthens the successes already evident in the district and supports adult learning by providing a framework that affords every educator an opportunity to enrich their instructional practices.

To determine the professional learning needs of the district, multiple data sources were used. The PLP Committee consists of at least two representatives from each building, administrators, the district librarian, district technology representative, and Teacher Center director. This committee relies on input from faculty and administrators, as well as assessment scores and other data sources to necessary areas of growth for district students and educators.

The PLP has been designed to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The professional learning goals determined for the 2023-2026 school years guide the conversations and decisions about what staff development will be the focus of by year. The coordination of the professional learning activities utilizes both available summer curriculum hours and ongoing work throughout the school year. The district also works closely with the Teacher Center to ensure there are sufficient opportunities made available to HPCSD teachers, staff, and administrators.

Professional Learning Committee Membership

Name	Title	Signature
Dr. Cheryl Venettozzi	Superintendent	
Nancy Nowicki	Asst. Superintendent of Curriculum & Instruction	
Kristin Casab	GWF Principal	
Sarah Vergis	HPE Principal	
Lisa Gentile	Middle School Principal	
Russell Stevener	High School Principal	
Rebecca Pisani	Teacher Center Director	
Meghan Samsel	District Technology	
Julie Horwat	Library Media Specialist	
William Locke	Parent	
Katelynd DeSanctis	MS Teacher	
Stacy Harter	MS Teacher	
Eric Hansen	HS Teacher	

Lexi Hansen	HS Teacher	
Melissa Bauer	HPE Teacher	
Jamie Heiser	HPE Teacher	
Laura Carroll	GWF Teacher	
Mary Franklin	GWF Teacher	
Kerry Sullivan	Higher Education Representative	

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.

HOLLAND PATENT CENTRAL SCHOOL DISTRICT and ONEIDA-HERKIMER-MADISON BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

Professional learning at Holland Patent Central School District is a vital component of our commitment to serving our students. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district and building, progresses across grade levels (Pre K-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Learning Standards (http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf):

1. **Designing Professional Learning:** 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.

2. **Content Knowledge and Quality Teaching:** Professional learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.

4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family, and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.

10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Organizational Professional Learning Goals

Goal 1: Instructional

Ensure that all staff develop the skills, knowledge, and strategies to effectively implement curriculum and best instructional practices. Programs and instructional practices will be aligned with NYS Learning Standards.

Objectives:

1.1 Provide opportunities and support to help elementary staff understand and develop reading and writing units aligned with the Next Generation Learning Standards using the Holland Patent Central School District Literacy Curriculum.

1.2 Provide opportunities for staff in 7-12 content areas to enhance their content knowledge, align curriculum, and develop teaching strategies that increase student achievement, promote student engagement, and understanding in their respective disciplines.

Goal 2: Data Driven Instruction

Develop each teacher's ability to understand and use student data to inform their teaching, differentiate instruction, and improve student achievement.

Objectives:

2.1 Provide teachers with the opportunity to interact with student data to increase their comfort, familiarity, and utilization of these sources to make informed, data-driven instructional decisions.

Goal 3: Technology

Develop personalized professional learning opportunities in order to support teachers in risk-taking, collaboration, and ongoing learning of technology skills.

Objectives:

3.1   Provide training and support to increase the incorporation of Google Applications for Education to enhance instructional practices and learning, particularly with the use of 1:1 Chromebooks and Ipads.

Goal 4: Executive Functioning Skills

Expand each teacher's knowledge and understanding of Social Emotional Learning skills and their role in student learning in order to promote student-centered instructional practices, increase student engagement, and develop students' skills.

Objectives:

4.1   Provide ongoing professional learning to develop teachers' understanding of Social Emotional Learning skills and opportunities to apply this knowledge to their daily classroom practices.

Action Plans

Please see Appendix A for a list of all anticipated workshop topics, trainings, and consultants to be utilized by the district during the 2023 -2024 school year.

Goal 1: **Ensure that all staff develop the skills, knowledge, and strategies to effectively implement curriculum and best instructional practices. Programs and instructional practices will be aligned with NYS Learning Standards.**

Objective: 1.1 Provide opportunities and support to help elementary staff understand and develop reading and writing units aligned with the Next Generation Learning Standards using the Holland Patent Central School District Literacy Curriculum.			
Essential Questions: How do the Next Generation Learning Standards and the Holland Patent Central School District's Literacy Curriculum develop students' literacy skills?			
Activities and Strategies: ● Provide training and support to expand teachers' understanding of Next Generation Learning Standards and Holland Patent Central School District's Literacy Curriculum. ● Administrators and teachers to work with consultants to study methods and plan curriculum for the reading and writing workshop model ● Develop reading and writing units aligned with standards and frameworks			
Inputs	Evidence	Responsibility	Timeline
School Year Curriculum Work: ● Develop deeper understanding of readers and writers workshop model ● Align units to study of Next Generation Learning Standards ● Produce PLC leaders to share learning	Materials developed at workshops: notes, units, mini-lessons, etc. DRA/Running Records/DIBELS/Sonday	Elementary principals, grade level team-leaders, classroom teachers	2023-24 School Year

● Develop understanding of comprehension strategy instruction, accountable talk, teaching interpretation, critical reading, synthesis, and main idea ● Create a trajectory of mini-lessons for supporting foundational skills ● Develop classroom structures that support inquiry and collaboration ● Sonday Essentials and Interventions (Phonics)	Assessments		
Summer Curriculum Work: ● Develop deeper understanding of reader's workshop model ● Literacy Studio ● Focus on shared reading, interactive read aloud, small group instruction and mini-lessons ● Sonday System ● Let's Plan Learn	Year-long curriculum map that includes focus elements	Elementary principals, classroom teachers	Summer 2023
Introduction to Reader's Workshop Course: ● Establish procedures and routines within reader's workshop ● Develop ability to gather data and use it to determine reading levels of students ● Develop reading toolkits to aid instructional practices	Plans and materials for mini-lessons; notes pertaining to running records, management strategies, and reading toolkits	Team leaders, RTI teachers, Special Education Teachers, classroom teachers (voluntary)	Summer 2023
Grade-Level PLCs: ● Develop and align units to study of Next Generation Learning Standards ● Develop mini-lessons for each unit ● Work collaboratively to address ongoing questions, develop strategies, and improve instructional practices ● Analyzing data to develop intervention plans for all students	Plans for units and mini-lessons; meeting agendas and notes	Principals, Classroom teachers, Learning Loss Coordinator, Instructional Coaches	2023-24 School Year

Writer's Workshop: ● Develop deeper understanding of writer's workshop model and components ● Develop strategies for implementation ● Review instructional practices ● Turning classrooms into richly literate writing workshops through curriculum development and planning ● Develop strategies to help students write about reading along with genre studies, using assessment based instruction, holding students accountable, using literature to help students craft their writing, and classroom structures that support inquiry and collaboration.	Year-long curriculum map that includes focus elements for writing	Principals, Classroom teachers, AIS/RTI teachers, Special Education Teacher, Instructional Coaches	2023-24 School Year

1.2 Provide opportunities for staff in 7-12 content areas to enhance their content knowledge, align curriculum, and develop teaching strategies that increase student achievement, promote student engagement, and understanding in their respective disciplines.

Essential Questions: *How can professional learning strengthen content knowledge and pedagogy of content area teachers?*

Activities and Strategies: Meet as departments to discuss content, align curriculum and skills, redesign assessments, and address concerns:
- Social Studies
- World Languages
- Math
- English Language Arts
- Science

Inputs	Evidence	Responsibility	Timeline

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Social Studies: ● Provide overview of changes to Global Studies Regents ● Develop stimulus-based and constructed-response assessments ● Focus on student engagement and reading in the content area ● Develop Enduring Issue essays ● Vertically plan expectations at each grade level ● Prioritize Curriculum into Essential 50%, Important 30% and Compact 20% ● Evaluate Advanced Placement curriculum for World History, American History and Government ● Overview changes to World History ● Overview changes to American History	Curriculum maps Assessments; vertically-aligned skills map, curriculum training by Cris Tovani, Sam Bennett and Olivia Wahl	Department Chair, Social Studies teachers, instructional coaches, secondary administration	2023-24 School Year
World Languages: ● Vertically align curriculum for all levels of Spanish & French (Grade 8 through Level V) ● Prioritize Curriculum into Essential 50%, Important 30% and Compact 20% ● Incorporate the four skills for competency (speaking, reading, writing, listening) ● Implement 7th grade World Languages	Curriculum maps Assessments; Summative and Formative, Checkpoint Exams, NEARPOD Training	Department Chair, World Language teachers, secondary administration	2023-24 School Year
Math: ● Align curriculum to updated state standards ● Revise Algebra 1, Geometry, Algebra 2, Pre-Calculus and Calculus curriculum to increase rigor and/or address varied student needs ● Prioritize Curriculum into Essential 50%, Important 30% and Compact 20% ● Incorporate Math Manipulatives into the curricula ● Stay concurrent with Next Generation Standards	Curriculum maps; training by Denise Golden-Dubois	Department Chair, Math teachers, secondary administration, Learning Loss Coordinator, instructional coaches	2023-24 School Year

Timeline ● Student Engagement and small group instruction			
ELA: ● Incorporate argumentative and analytical writing activities into 9th and 10th grade curriculum ● Align Next Generation Standards to all ELA curriculum grades and courses ● Focus on student engagement and reading in the content area ● Prioritize Curriculum into Essential 50%, Important 30% and Compact 20% ● Develop prompts and acquire texts for free-writing/journals to practice editing and revision ● Attend Syracuse University Project Advance training to update syllabus and curriculum ● Vocabulary Acquisition understanding vocabulary in the text ● Stay concurrent with Next Generation Standards Timeline	Curriculum maps; prompts; acquired texts; Assessments	Department Chair, ELA teachers, secondary administration, instructional coaches	2023-24 School Year
Science: ● Align curriculum to updated state standards ● Put Unit Assessments on BUZZ (Student Learning Management System) ● Prioritize Curriculum into Essential 50%, Important 30% and Compact 20% ● Data Driven Instruction – Regents Exams ● Vertically plan expectations at each level ● Stay concurrent with Next Generation Standards Timeline	Curriculum Maps, COGNOS and ASAP training, Unit Assessments, BUZZ Training	Department Chair, Science Teachers, secondary administration	2023-24 School Year

Goal 2: **Develop each teacher's ability to understand and use student data to inform their teaching, differentiate instruction, and improve student achievement.**

Objective: 2.1 Provide teachers with the opportunity to interact with student data to increase their comfort, familiarity, and utilization of these sources to make informed, data-driven instructional decision.			
Essential Questions: *How can teachers use data to better inform their instructional practices?*			
Activities and Strategies: ● Training from district Learning Loss Coordinator and principals for department chairs of Regents exam data ● Analysis of recent Regents data with re-alignment of curriculum and skills ● Determine future uses of STAR data ● Training on Running Records, DIBELS			

Inputs	Evidence	Responsibility	Timeline
Department Chair Training: ● Develop understanding of COGNOS and ASAP system ● Plan for working with department staff to analyze data	Department Chair meeting agendas; materials for analyzing data	Principal, Learning Loss Coordinator, Department Chairs	2023-24 School Year
Department Data Meetings (release days): ● Analyze available Regents data and identify trends ● Begin to align curriculum and content according to findings	Identified trends list	Department Chairs, classroom teachers in Regents areas	2023-24 School Year
Department Data Meetings (after school, summer work): ● Align curriculum and content according to identified trends findings ● Develop skills progression (7-12) to address	Aligned curriculum and skills maps	Department Chairs, classroom teachers in Regents areas	2023-24 School Year

needs ● Identify additional areas of instructional change necessary			
STAR Data Decisions : ● Identify applicable STAR reports to inform instructional practices ● Plan for necessary training for classroom teachers ● Determine future use of STAR assessments	Identified reports list; calendar for necessary training	Principals, Learning Loss Coordinator	2023-24 School Year
Reading Level Assessment Training: ● Develop understanding of Developmental Reading Assessment/Running Records/DIBELS assessments and incorporate into classroom practices	Notes and materials pertaining to DRA's, DIBELS and Running Records	Principal, elementary classroom, instructional coaches and RTI teachers	2023-24 School Year

Goal 3: Develop personalized professional learning opportunities in order to support teachers in risk-taking, collaboration, and ongoing development of technology skills.

Objective 3.1 Provide training on Google Applications for Education to increase teacher capacity and enhance instructional practices.			
Essential Questions: *How does the use of Google Drive applications enhance instructional practices and increase learning?*			
Activities and Strategies: Teachers will have access to numerous learning opportunities, including faculty meetings and online micro-credentialing modules, to increase their learning.			
Inputs	Evidence	Responsibility	Timeline
Implement Micro-Credentialing program that includes opportunities for learning of: ● Google Docs ● Google Classroom ● Google Slides ● Other	Completed micro-credential badges	Technology Coordinator; MS & HS classroom teachers	2023-24 School Year
Core Class Assignments: ● Initiate adult/student learning through first class assignments ● Continue with High School ELA and SS departments, then move to Science and World Languages ● Align ISTE standards to grade level competencies	Completed class assignments	Librarian; Educational Technology Specialist, HS Core classroom teachers	2023-24 School Year

Goal 4: Expand each teacher's knowledge and understanding of social emotional learning skills and their role in student learning in order to promote student-centered instructional practices, increase student engagement, and develop students' skills.

Objective 4.1 Provide ongoing professional learning to develop teachers' understanding of social emotional learning skills and opportunities to apply this knowledge to their daily classroom practices.

Essential Questions: *What role do social emotional learning skills play in student development? How can teachers improve the development of these skills to increase student learning and engagement?*

Activities and Strategies: Teachers will build understanding and develop strategies to address executive functioning skills through book studies and ongoing support from the school social work and behavioral counselors.

Inputs	Evidence	Responsibility	Timeline
Zones of Regulation Training (K-5) ● Increase teachers' understanding of the impact of trauma on student learning ● Continue implementation of Zones of Regulation strategies ● Draw on knowledge of social worker and behavioral specialist through classroom push-in opportunities	Classroom strategies and plans; increased number of teachers have read *Zones of Regulation*	Principals; classroom teachers; social worker	2023-24 School Year
Implementation of the Positivity Project (K-12) ● Develop deeper understanding of executive functioning skills ● Develop strategies for implementation ● Revise instructional practices	Plans and materials for addressing executive skills development	District administration; classroom teachers, Social Workers, School Psychologists	2023-24 School Year
Kindness Curriculum (preschool) ● Develop mindfulness practices to integrate into curriculum	Classroom strategies and plans;	Principals; classroom teachers; social worker	2023-24 School Year

● Personal mindfulness training			
You First - Social Emotional Learning for Adults ● BOCES Training on the units of study for social emotional learning	Self-paced course modules;	Principals; classroom teachers;	2023 – 24 School Year
SEL Training ● BOCES Training on the units of study for social emotional learning ● EMBEDDED SEL PRACTICES- SEL Roadmap for Reopening Schools (CASEL publication) ● STRENGTHENING SOCIAL-EMOTIONAL-ACADEMIC DEVELOPMENT - 2023 - 2024 Priority Instructional Content in ELA/Literacy and Mathematics (Achieve the Core)	Self-paced course modules;	Principals; classroom teachers;	2023 – 24 School Year

Provisions for Mentoring Program

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

All new teachers at Holland Patent 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 required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

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

Procedure for Selecting Mentors	The mentor will be a tenured teacher with a minimum of 5 years experience who voluntarily chooses to become a mentor. In the selection process, strong preference will be given to mentor applicants from the same building, subject area or grade level as the intern. The mentor/mentee subcommittee will recommend mentor candidates to the superintendent for appointment.
Role of the Mentors	The mentor will build a trusting relationship with the mentee, creating a confidential and risk-free environment in which the mentee is able to ask questions and share concerns as they navigate their first year as a teacher. The mentor will: ● Initiate and commit to at least 40 minutes of communication weekly. ● Consult the calendar / checklist of recommended topics to be covered with the mentee. ● Complete and submit a log of contact. ● Attend the August New Teacher meeting. ● Attend 3 Mentor Roundtable meetings over the course of the year.
Preparation of Mentors	Mentors will attend a district-approved workshop. The workshop will focus on: the role of the mentor, providing a supportive environment, confidentiality, parent/teacher conferencing, professionalism, and adult learning theory.
Types of Mentoring Activities	The mentor and new teacher program will include a wide-range of activities. The mentor will model instruction, visit the mentee's classroom, plan with the mentee, provide orientation to the new school district, share best practices on classroom management, provide guidance on IEPs and on parent conferencing. The mentor and mentee will communicate a minimum of once a week. During the weekly meetings, the mentor and mentee will consult the calendar/checklist of key items and provide other support as appropriate. The mentor/mentee will visit (informally observe) each other for a total of eight times. The mentee may substitute visits to other teachers when either recommended by the mentor or requested by the mentee. A log of these informal observations is attached and must be completed and submitted to the coordinator on or before May 15th. The mentor and mentee will have up to a total of four days release time at the discretion of the building principal. The release time is for informal observations, planning the implementation on initial units, reviewing assessments, planning parent conferences, and reviewing classroom management. The procedure for requesting release time is for the mentor and mentee to submit a conference request at least one month before the date.

	The mentees also will participate in a 15-hour workshop for one in-service credit focusing on district initiatives including Learner-Focused Schools, classroom management, parent conferences, grading policies etc. (see the list of content at the end of this document). Other workshops must be approved by the HPCSD. The mentee is expected to complete ongoing assessments including monthly feedback forms, meetings with the mentor coordinator, journals, and end-of-the-year evaluation and documentation of participation forms.
Time Allotted for Mentoring	The mentor/mentee will communicate a minimum of one time per week either during planning periods or before or after school. In addition, the mentor and mentee will observe each other for a total of eight times and exchange feedback for each meeting. During these meetings, the mentor and mentee will review a checklist of key items and discuss curriculum and classroom management issues. In addition, each team composed of a mentor and mentee will have up to four days release time to: ● Prepare unit plans during September-October ● Complete informal observations ● Incorporate K-5, middle and high school programs into the intern's classroom teaching ● Review implementation of curriculum map ● Review major assessments and develop strategies to prepare students ● Analyze the results of ongoing assessments and devise appropriate teaching strategies ● Participate in professional learning as approved by the district

Provisions for School Violence Prevention and Intervention Training

Holland Patent 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, Holland Patent Central School District will provide refreshers on school violence prevention and intervention. In instructional settings, Holland Patent 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 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.

Holland Patent Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements. For all other faculty and staff, Holland Patent Central School District meets* and will apply for an exemption from the professional learning requirements in language acquisition for ELLs.

*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the **Holland Patent Central School District** total student population as of such date as established by the commissioner.

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2023 - 24 school year which will be available across the Holland Patent Central School District organization where CTLE credit will be awarded.

NOTE: TOPICS IN THE CHART BELOW ARE TOPICS THAT WILL BE PROVIDED BY ONEIDA-HERKIMER-MADISON BOCES PROFESSIONAL DEVELOPMENT STAFF OVER THE COMING YEAR. IT IS NOT REQUIRED THAT YOU LIST THESE PARTICULAR TOPICS IN YOUR PLAN, BUT IT IS RECOMMENDED SINCE OHM BOCES PROVIDES SO MUCH PROFESSIONAL LEARNING IN THE REGION. ADD TOPICS YOU PLAN TO DELIVER INTERNALLY TO THE LIST BELOW SO THAT YOUR DISTRICT MAY ISSUE CTLE CREDITS FOR TOPICS COVERED DURING SUPERINTENDENT CONFERENCE DAYS, FACULTY MEETINGS, ETC. YOU MAY UPDATE THIS LIST TWICE PER YEAR WITH SED AND ADD TOPICS RETROACTIVELY.

Topic	Organization/Consultant Provider	Consultants
Adobe	OHM BOCES	
APPR	OHM BOCES	
Art	OHM BOCES	MWPAI
Coaching (instructional)	OHM BOCES	
Differentiation	OHM BOCES	
Elementary Math	OHM BOCES	(Bilingual Task Force)
ELL (CR154)	OHM BOCES	
Equipment Specific Training	OHM BOCES	
Every Book is a Social Studies Book	OHM BOCES	

Explicit Direction Instruction	OHM BOCES	Data Works (John Hollinsworth)
Safety Training/Non-instructional	OHM BOCES	
Futuring	OHM BOCES	William Daggett
Growth Mindset (Dweck)	OHM BOCES	
Guidance Counselors	OHM BOCES	
HS Math	OHM BOCES	
Independent Evaluator Experiences	OHM BOCES	
Innovation	OHM BOCES	
Instructional Best Practice	OHM BOCES	
Interdisciplinary Collaboration	OHM BOCES	
LLI	OHM BOCES	Fountas and Pinnell
Leadership	OHM BOCES	CASDA, SU Study Council
Lexile Framework	OHM BOCES	
Librarians	OHM BOCES	
Library Science	OHM BOCES	
Literacy	OHM BOCES	
LOTE	OHM BOCES	
Manufacturing and Engineering	OHM BOCES	Project Lead the Way, Semi- High Tech U.
EL/MS/HS Math	OHM BOCES	PEBC
EL/MS/HS ELA	OHM BOCES	
Music	OHM BOCES	
My Learning Plan (Frontline)	OHM BOCES	
New Teacher Mentoring	OHM BOCES	
NYSAA	OHM, SESIS, RSE-TASC	
Online Learning	OHM BOCES	
PBIS	OHM BOCES, RSC-TASC	

Professional Learning Communities	OHM BOCES	Solution Tree
Physical Education	OHM BOCES	Fit Kids, Fit Futures
Poverty	OHM BOCES, NYS Teacher Centers	Eric Jensen
Principal Evaluation	OHM BOCES	
Project Based Learning	OHM BOCES, OCM BOCES	
Research Strategies	OHM BOCES	
Right to Know	OHM BOCES	
RTI	OHM BOCES	Dr.Katherine Stahl
School Counseling	OHM BOCES	
School Psychologists	OHM BOCES	
School Safety, DASA	OHM BOCES	
Science (kit trngs)	OHM BOCES	
Scoring (Regents, 3-8 testing)	OHM BOCES	
Social Studies Frameworks	OHM BOCES	Oneida Cty. Historical Society
Social Thinking	CAEW BOCES	
Special Education	SESIS, RSC-TASC	
Standards Based Grading	OHM BOCES	
Student Learning System (Buzz)	OHM	Agilix
Suspension Training	OHM BOCES	
STEM	OHM BOCES	
Teacher Evaluation	OHM BOCES	
Technology Integration	OHM BOCES	
Thinking Strategies	OHM BOCES	PEBC
Trauma Informed Care	CAEW BOCES	
Utilizing Learning Resources	CAEW BOCES	
Vocabulary Development	OHM BOCES	

Writer's and Reader's Workshop	OHM BOCES	
Writing	OHM BOCES	
Mentoring and Induction Workshops	HP Teacher Center	
Reading Intervention Strategies to Develop Proficient Readers	HP Teacher Center	
Shifting the Balance to Incorporate the Science of Reading	HP Teacher Center	
Microcredentials – technology integration	HP Teacher Center	
Becoming the Math Teacher You Wish You Had	HP Teacher Center	
Daily STEM integration	HP Teacher Center	
How to Say Less So Readers Can Do More	HP Teacher Center	
Small Group Instruction within the Writing Workshop	HP Teacher Center	
Reading Conferences	HP Teacher Center	
Central Auditory Processing Disorders Overview	HP Teacher Center	
Introduction to Computer Science and Digital Fluency Standards	HP Teacher Center	
Teach Like a Champion 3.0	HP Teacher Center	
Passionate Readers and Learners	HP Teacher Center	
Google Apps. For Education	HP Teacher Center	
Game Changer: Book Access for All Kids	HP Teacher Center	
Understanding Central Auditory Processing Disorders	HP Teacher Center	
Quality Talk About Text	HP Teacher Center	

Building a Thinking Classroom in Mathematics	HP Teacher Center	
Reading Strategies to Support Decoding and Comprehension	HP Teacher Center	
Teaching to Strengths: Supporting Students Living with Trauma, Violence and Chronic Stress	HP Teacher Center	
Literacy Studio	HP Teacher Center	
When Kids Can't Read – What Teachers Can Do 6-12	HP Teacher Center	
Student Engagement with Cris Tovani, Sam Bennett and Denise Golden-Dubois	HP Teacher Center	
Curriculum Alignment Grades k-5 with Olivia Wahl	HP Teacher Center	
Coteaching with Toby Karten	HP Teacher Center	

Appendix B

Other Potential Topics & Areas of Professional Learning for the 2023 - 24 School Year

The following have been identified by the HPCSD Professional Learning Committee as potential topics and/or areas of staff learning for the 2023 - 24 academic year or future years. These areas will be explored to determine need and plan necessary staff development.

- Increase project-based/inquiry based learning opportunities to work provide opportunities for collaboration, problem-solving, answering relevant world questions, etc. Consider other PL that focuses on making learning more student-centered and less teacher-centered, improves student engagement.
- Strengthen relationships with parents and community, Connected Community Schools, providing further support and training for parents on issues such as social media use, mental health, etc.
- Learn more about our students' backgrounds (home struggles, etc.). Provide a bus tour of the district for new teachers.
- Development of midterm and final assessments at the middle school level that assess skills both vertically and horizontally. The data from these assessments can be used to inform instructional decisions.
- Next Generation Learning Standards ELA, Science and Math.