



PROFESSIONAL DEVELOPMENT PLAN



Updated for
2025-2028

Our Mission:

Erie 1 BOCES commits to those we serve - students, staff and communities - by understanding, anticipating and responding to their needs.



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|---------------------------|--|
| DISTRICT NAME | Erie 1 BOCES School District |
| BEDS CODE | 149100000000 |
| SUPERINTENDENT | Michael Capuana, Ph. D. |
| ADDRESS | 355 Harlem Road, West Seneca, NY 14224 |
| PHONE | (716) 821-7000, FAX (716) 821-7082 |
| EMAIL | mcapuana@e1b.org |
| YEAR(S) PLAN IS EFFECTIVE | 2025-2028 |

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Introduction

High-quality, ongoing professional development is essential to improving instructional practice, closing achievement gaps, and ensuring equitable outcomes for all students. In alignment with New York State Education Department (NYSED) requirements, our district's Professional Development Plan is designed to support the continuous growth of teachers, administrators, therapists, and support staff across all programs.

The Professional Development Plan (PDP) aims to enhance the quality of teaching and learning by ensuring that educators engage in substantial, sustained professional learning to stay current in their profession and meet the evolving needs of their students. All professional development activities are directly aligned with student needs, as identified through Individualized Education Program (IEP) goals, assessment data, and the New York State Learning Standards.

The planning team's goal was to establish opportunities for all educators to engage in ongoing, annual professional development. The recommendations outlined in this plan are grounded in data analysis and reflect a commitment to align professional growth with NYS standards and identified student learning priorities.

Composition of Professional Development Teams

The District Professional Development Committee is a cross-divisional team of stakeholders that annually reviews the plan's effectiveness and makes recommendations. The committee also meets as needed throughout the school year to plan district-wide staff development days aligned with the established professional development goals. The team is structured as follows:

Administrators:

- Anedda Trautman, Assistant Superintendent, Instructional Programs and Services
- Christa McHale, Director, Educational Partnerships and Workforce Development
- Patrick Canfield, Director, Exceptional Education Programs
- Scott Bindemann, Director, Career & Technical Education Programs

District Team:

- Instructional Services
 - Amy Tuzzolino, Senior Supervisor of Instruction, Curriculum, and Assessment
 - Jennifer Stockmeyer, Senior Supervisor of Exceptional Education

- Ana Fusco, Coordinator of Career and Technical Education Instruction, Curriculum, and Assessment
- Amy Wilcox, Coordinator of K-8 Instruction, Curriculum, and Assessment
- Heather Scharping, Coordinator of 9-12 Instruction, Curriculum, and Assessment
- Nate Thoma, Coordinator of Technology for Instructional Services

Standing Members:

- Professional Development Advisory Council
 - Donna Walters, EPEA Union President
 - Julianne Reinard, CTE Instructor
 - Leanne Haj, Exceptional Education Instructor
 - Amy Tuzzolino, Senior Supervisor of Instruction, Curriculum, and Assessment
 - Ana Fusco, Coordinator of Career and Technical Education Instruction and Curriculum
 - Amy Wilcox, Coordinator of K-8 Instruction and Curriculum
 - Heather Scharping, Coordinator of 9-12 Instruction and Curriculum
 - Nathan Thoma, Technology Coordinator of Instructional Services

- CTE Professional Development Committee
 - Amy Tuzzolino, Senior Supervisor of Instruction, Curriculum, and Assessment
 - Ana Fusco, Coordinator of Career and Technical Education Instruction and Curriculum
 - Amy Wilcox, Coordinator of K-8 Instruction and Curriculum
 - Anthony Lleras, New Visions Instructor
 - Julianne Reinard, CTE Instructor
 - Lisa Putrelo, Special Education Liaison
 - Staci Sass, Paraprofessional

- K-12 Exceptional Education Professional Development Committee
 - Amy Tuzzolino, Senior Supervisor of Instruction, Curriculum, and Assessment
 - Amy Wilcox, Coordinator of K-8 Instruction and Curriculum
 - Heather Scharping, Coordinator of 9-12 Instruction and Curriculum
 - Amanda Drozda, Exceptional Education Instructor, Academic Middle School
 - Leanne Haj, Exceptional Education Instructor, Longterm Suspension
 - Melanie Kujawski, 9-12 Exceptional Education Instructor, Regents Science
 - Melissa Metz, Teacher on Special Assignment
 - Sharon Shilen, Exceptional Education Instructor, NYSAA Functional Life skills Instructor

1.0 Professional Development Mission

The mission of professional development in our district is to empower all educators and staff through ongoing, high-quality learning opportunities that promote instructional excellence and improved student outcomes. Our professional development is grounded in the most current, evidence-based practices and aligned with New York State Education Department (NYSED) standards and guidance. We are committed to fostering a culture of continuous learning that supports collaboration, innovation, equity, and the diverse needs of our school community.

2.0 Professional Development Definition

Professional development is a process that provides opportunities resulting in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, and strengthening leadership to promote professional growth and development. Professional development experiences that utilize collegiality, collaboration, discovery and problem solving enhance the collective abilities of a staff team. Examples of such experiences would be coaching, focus groups, externships, and professional learning communities. Professional development for all staff results in creating the best possible learning environment to ensure student success. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional development is data-driven and results-oriented.

3.0 Professional Development Critical Attributes

1. Content focused
2. Incorporates active learning utilizing adult learning theory
3. Supports collaboration, typically in job-embedded contexts
4. Uses models and modeling of effective practice
5. Provides coaching and expert support
6. Offers opportunities for feedback and reflection
7. Is of sustained duration

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development* (research brief). Palo Alto, CA: Learning Policy Institute. Accessed online

<https://learningpolicyinstitute.org/product/effective-teacher-professional-development-brief>

4.0 New York State Professional Development Standards (2009)

Professional Development: Standards

Standard 1: Designing Professional Development

Standard 2: Content Knowledge and Quality Teaching

Standard 3: Research-based Professional Learning

Standard 4: Collaboration

Standard 5: Diverse Learning

Standard 6: Student Learning Environments

Standard 7: Parent, Family and Community Engagement

Standard 8: Data-driven Professional Practice

Standard 9: Technology

Standard 10: Evaluation

For a more in-depth perspective on the Professional Development Standards, please visit the following website: <https://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

5.0 District Professional Development Goals

Meeting the Needs of the Whole Child: Academic, Behavioral, and Social Development

Our district’s approach is rooted in addressing the comprehensive needs of each student—academically, socially, and behaviorally. Student learning needs are identified through a multi-faceted review of performance data and well-being indicators.

To support students’ social and emotional development, the district examines feedback from school climate surveys, attendance records, and behavioral referral trends. This data-driven approach ensures that student support is tailored and responsive.

Staff are encouraged to maintain a student-first mindset as we navigate the evolving educational landscape.

Our plan focuses on:

- Targeting instruction using skill-based data connected to NYS Learning Standards;
- Expanding leadership capacity through trauma-sensitive practices that support students’ social and emotional needs;
- Strengthening initiatives that promote diversity, equity, and inclusion across school communities;
- Addressing academic gaps while aligning curriculum with the full rollout of the NYS Next Generation Learning Standards in ELA, Math, Science, and Social Studies/Civic Readiness; New York State Literacy and Numeracy briefs;
- Exploring opportunities for innovation in instruction and learning environments;
- Fostering collaborative, student-centered classrooms;

- Increasing student engagement through meaningful and relevant learning experiences; and
- Sustaining and enhancing the integration of instructional technology.

6.0 Scope of Professional Development Hours

Erie 1 BOCES is committed to providing professional learning opportunities to meet the needs of our students and in alignment with New York State Continuing Teacher and Leader Education (CTLE) Requirements.

Individuals holding a professional teaching certificate and holders of the Level III Teaching Assistant certificates must complete 100 hours of CTLE (Continuing Teacher and Leader Education) every 5 years in order to maintain certification. Beginning July 1, 2016 all Level III teaching assistant certificate holders will be required to register with SED in the month of his/her/their birth.

| Category | Requirement |
|-------------------------------------|---|
| Teachers & Level III TAs | 100 CTLE hours every 5 years |
| CTLE Language-Acquisition Component | 15% of CTLE (general); 50% for ESOL/Bilingual |
| Level I/II TAs & PPS staff | No CTLE requirement |
| All teachers/admin (ENL/Bilingual) | Ongoing PL for ELL strategies |
| District PL plan | Must include all staff roles (per Part 100.2(dd)) |

Instructional Staff, Paraprofessionals, Nurses, and Related Services Providers

It is recommended that all instructional staff participate in a minimum of 36 hours of professional development per year. These 36 hours are broken down as follows:

1. Teachers, paraprofessionals, nurses, and related service providers are required to participate in 4 full-day staff development sessions (Superintendent’s Conference Days) which equates to 24 hours of professional development annually.
2. In addition, teachers are encouraged to complete an additional 12 hours of professional development annually through Instructional Services District Professional Development Team, Building, District, and Teacher-led Professional Focus Groups; WNY Teacher Center opportunities provided through Western New York Regional Information Center, and other learning opportunities which are confirmed annually by district and approved for entry into individual Professional Growth Portfolio.

Administrators

It is recommended that administrators participate in a minimum of 78 hours of professional development per year. Opportunities for these 78 hours include but are not limited to:

1. Participation in 4 full-day staff development sessions (Superintendent’s Conference Days) which equates to 24 hours of professional development annually.
2. Administrative Summer Leadership series which equates to 54 hours of professional development annually
 - a. 8-week series of weekly Professional Learning and Collaboration Days

- b. 2-day Regional Leadership Retreat aimed at meeting administrators' needs for professional growth
 - c. Lead Evaluator Training for new administrative hires and annual Lead Evaluator Refresher training for existing administrators.
3. Administrators will participate in mentor activities. The Mentor-Intern Program for administrators will utilize a combination of district-provided professional development coupled with appropriate mentor-intern collaborations. These opportunities will include, but are not limited to:
- a. Executive Principal-led support sessions
 - b. District and Division Mission, Vision, and Goal Review
 - c. District and Building-Level Safety/Emergency Response
 - d. Student Information Systems – eSchool, eDoctrina, WinCap Web, Schoolfront, Frontline Systems
 - e. Best Practices for Building Leadership
 - f. Finance and Budget Development/Management

7.0 Recommended Professional Development Strategies for 2025-2028

7.1 Superintendent's Conference Days

The PDP team recognizes that one of the primary opportunities afforded each year for professional development exists with Superintendent Conference Days that have been traditionally scheduled each year. These days are to be used exclusively for professional development. It is further recommended that the majority of these days are scheduled early in the school year so the onset of instruction can more readily be impacted by the training provided.

Superintendent's Conference Days will provide all teachers and administrators with at least 24 hours of training each year. The district and building professional development will focus on:

- Annual Acknowledgements of Dignity for All Students Act (DASA), school violence prevention and intervention, child abuse recognition, workplace violence prevention.
- K-12 Curriculum Mapping and Learning Standards Alignment – Next Generation Learning Standards, NYS Learning Standards and Performance Indicators, Career Development Occupational Studies, Standards, 21st Century Skills (CDOS Option 2) Standards, Industry-based Standards, Culturally Responsive-Sustaining Education Framework.
- The teachers will receive support to assist in aligning their curriculum to established and emerging standards.
- Career and Financial Literacy Curricular Incorporation
- Professional Learning surrounding Inspire New York Portrait of a Graduate
- Statewide Assessments: The teachers will receive training around the NYS 3-8 Computer Based Testing (CBT) and Field Studies, NYSAA Assessments, Regents Examinations, and related third party assessments. The teachers will be provided with training on disaggregating student performance data and designing instruction that prepares students to meet proficiency and mastery.
- New York State Culturally Responsive-Sustaining Education Framework

- Social Emotional Learning: The teachers will receive training on social/emotional/mental health issues that may affect student academic performance. These learning opportunities include Restorative Practices, Mindfulness, Trauma Informed Care, and TCIS.
- Topics identified as critical attributes of professional development: content focused, job-embedded, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, is of sustained duration (re-occurring discussions of topics).

7.2 Individual Staff Development

Teachers, administrators, and support staff are encouraged to participate in individualized professional development throughout the school year to enhance instructional practice, support student success, and strengthen professional capacity.

Staff may access a range of ongoing opportunities through Erie 1 BOCES and external partners, including:

Erie 1 BOCES Mentor Teacher Internship Program (MTIP)

MTIP supports professional staff including teachers, nurses, occupational/physical/speech therapists, social workers, counselors, and psychologists in their first and second years of service. Each new hire is paired with a trained mentor for structured support focused on collaboration, feedback, and growth.

Instructional Coaching and TOSA Support

All staff have access to the Instructional Services team and Teachers on Special Assignment (TOSAs), who offer both individualized coaching and support for professional learning communities (PLCs). This support includes assistance with lesson planning, classroom management, instructional strategies, and the use of educational and technology platforms.

Instructional Services Professional Learning Series

All staff have access to the Instructional Services Professional Learning series, offered during and after the school day. Sessions are open to all instructional staff and administrators and communicated through the Frontline Professional Growth platform. Offerings align with the PD plan's goals, strategies, and identified needs.

New Teacher Focus Group (CTE New Teacher Focus Group, Exceptional Education New Teacher Focus Group)

All newly hired teachers participate in a New Teacher Focus Group, which meets regularly to discuss experiences, share challenges and solutions, and build a supportive peer network. These sessions also provide a feedback loop to district leadership and professional development coordinators.

Paraprofessional Learning Series

The district has implemented a comprehensive paraprofessional professional development plan that includes required training sessions, school-specific professional learning opportunities, and additional specialized training programs.

Paraprofessional Mentorship Program

All newly hired paraprofessionals are paired with an experienced staff member who provides mentorship, shadowing, and support during their first year. This mentorship is designed to promote confidence, build essential skills, and ensure a smooth transition into the school community.

Western New York Teacher Center

The Western New York Teacher Center is a collaborative partnership among Erie 1 BOCES, the Clarence, Lancaster, and Depew school districts, higher education institutions, and local businesses. It offers innovative, high-quality professional learning aligned with district priorities and educator needs.

Professional development is available for all educational roles, including teachers, administrators, instructional support staff, counselors, psychologists, aides, and others. Programming also extends to parents, higher education partners, and industry representatives to support a community-centered approach to learning.

8.0 Responsibilities for Professional Development Planning/Evaluation

Erie 1 BOCES Instructional Services is committed to the SED recommended standards for high quality and ongoing professional development. This planning process provides a means for measuring the effectiveness of any and all direct or indirect services provided to students. It is through this process that achievement measures of state standards are analyzed to determine root causes and strategies for improving instruction. Future professional development needs will be identified through annual review of established professional development priorities with the intention of continually improving student performance and closing identified achievement gaps.

- The Assistant Superintendent for Instructional Services is responsible for coordinating and planning for Superintendent staff development days in consultation with K-12+ Professional Development Committee Leaders, Professional Development Advisory Council, and in accordance with Division-wide priorities.
- Staff development evaluation will be reviewed by the Professional Development Committees and will be shared with the Assistant Superintendent of Instructional Services, Administrative Council, and Board of Education upon request.

- All Teachers and Teaching Assistant Level III, and Related Service Providers will enter requests for their Professional Development activities through use of the Professional Development Management System. Each individual is responsible for updating personal CTLE into New York State TEACH accounts.

9.0 Professional Development Providers

Approved Professional Development Providers for Erie 1 BOCES Instructional Services

- Mental Health Association of Erie County
- Parent Network
- PESI Health Care
- UB- Mental Health Department
- Gay Alliance Bureau
- Glys WNY
- National Seating and Mobility Association
- Center for Assistive Technology
- Villa of Hope
- Tools for Schools
- New York Civil Liberties Union
- Erie County Council for the Prevention for Alcohol and Substance Abuse
- Summit Educational Resources
- R-BERN (Erie 1 BOCES)
- RSE-TASC (Erie 1 BOCES)
- PESI Health Care
- Buffalo Hearing and Speech
- Crisis Prevention Institute
- E-TEAM (Erie 1 BOCES)
- CSLO Model Schools (Erie 1 BOCES)
- UB- Mental Health Department
- Crisis Prevention Institute
- Unfold the Soul (Transforming and Building Culture from the Inside Out)
- WNY Children’s Psychiatric Center
- CiTi BOCES
- ACCES VR
- Learning InspirED
- Edx.org
- University at Buffalo-Graduate School of Education
- University of Florida Literacy

Appendix A:

Professional Development Advisory Council Needs assessment:

Professional Development Objectives:

1. Align Curriculum and Instruction to NYSED Standards and the Portrait of a Graduate

Ensure all curriculum and programming align with NYS Learning Standards (NGLS, CDOS, NYSSLS, PE), while intentionally embedding the *Portrait of a Graduate* competencies, including communication, critical thinking, innovation, cultural competence, and social-emotional wellness. These attributes will serve as a common framework for curriculum design, instruction, and assessment.

2. Expand Pathways and Credentials that Reflect Student Strengths and Interests

Support professional learning that equips staff to implement and promote student credentialing pathways such as the *CDOS Credential*, *IAAP*, *Technology Endorsements*, and the *Seal of Civic Readiness*. These credentials help students demonstrate real-world readiness and offer meaningful alternatives to traditional exams, in alignment with NY's anticipated shift toward multiple graduation pathways.

3. Prepare Educators for Project-Based Learning and Assessment

Provide in-depth professional development in *Project-Based Learning (PBL)* and *Project-Based Assessments* as tools for authentic student engagement and demonstration of learning. These approaches will be central to future graduation options in New York and directly support the competencies outlined in *NY Inspires* and the *Portrait of a Graduate*.

At the primary level, PBL offers a developmentally appropriate framework that supports hands-on, inquiry-based experiences. It also aligns with the specially designed instructional needs of students served in Exceptional Education, allowing for individualized instruction, flexible pacing, and multimodal expression of learning. At the secondary level

Educators will receive training in designing interdisciplinary units, real-world performance tasks, and rubrics that accommodate diverse learning profiles and instructional supports.

4. Leverage NYSED's Literacy and Numeracy Briefs

Ensure that all instructional staff are equipped to implement the most current evidence-based strategies from NYSED's *Literacy and Numeracy Briefs*, which emphasize the importance of content-

specific literacy, critical thinking, and reasoning skills. Training will address integration across all subject areas and learner populations, including students with disabilities and English language learners.

5. Strengthen CTE and NYSAA Instruction Through Occupational and Functional Skills Focus

Support specialized professional development for Career and Technical Education (CTE) staff and NYSAA teachers, with a focus on occupational education, transition planning, functional skills achievement, and authentic work-based learning experiences. Educators will collaborate to align instruction with industry expectations and student transition goals.

6. Build a Culture of Equity, Inclusion, and Well-being

Deepen educator understanding and implementation of *Social-Emotional Learning (SEL)* and the *Culturally Responsive-Sustaining Education (CRSE)* Framework. These efforts are essential to creating learning environments where students feel safe, valued, and academically engaged.

7. Advance Digital Fluency, Technology Integration, and AI Readiness

Provide ongoing professional development to strengthen educators' use of instructional technology, aligned with ISTE and NYS Digital Fluency Standards. Training will include the effective and ethical integration of Artificial Intelligence (AI) tools for lesson planning, instructional support, and classroom efficiency.

Educators will learn to guide students in the responsible use of AI, promote digital citizenship, and apply strategies to ensure academic integrity and authentic student work. This focus prepares staff and students to navigate emerging technologies with confidence and responsibility.

8. Foster a Collaborative Professional Learning Culture

Promote professional learning communities (PLCs), cross-disciplinary collaboration, and instructional coaching as key vehicles for continuous improvement. The district will continue to support a New Teacher Focus Group, paraprofessional mentoring, and on-demand coaching through the Instructional Services and TOSA teams.

9. Support Trauma-Informed Instruction and Student Mental Health Needs

Provide ongoing professional development in *Trauma-Informed Instruction* to ensure educators are equipped to recognize and respond to the impacts of trauma, grief, and adverse childhood experiences. This training is especially critical for staff serving students with alternative learning and behavioral needs, including those in Exceptional Education settings.

Professional learning will focus on building safe, predictable, and supportive classroom environments; understanding trauma's impact on the brain and learning; and integrating practices that foster resilience, regulation, and relationship-building. Teachers and support staff will receive tools and strategies to adapt instruction, de-escalate challenging behaviors, and partner with families and mental health professionals to create a network of support around each student.

This trauma-responsive approach reinforces the district's commitment to equity, wellness, and inclusive learning environments for all students.

10. Support for English Language Learners (ELLs) and ENL Instruction

In alignment with NYSED Part 100.2(dd) and CR Part 154, the district will provide ongoing professional development to support educators in meeting the needs of English Language Learners. This includes strategies for integrated and stand-alone ENL instruction, scaffolding academic language, culturally responsive teaching, and effective co-teaching practices.

To meet CTLE language acquisition requirements, all CTLE-eligible staff will receive training in language acquisition strategies, with bilingual and ESOL-certified educators completing the majority of their hours in this area. Professional learning will also address family engagement, cultural responsiveness, and alignment to the NYS Blueprint for ELL Success.

Appendix B:

[Erie 1 BOCES Mentor/Intern Handbook](#)

ERIE 1 BOCES

MENTOR/INTERN PROGRAM PARTICIPANT HANDBOOK



Appendix C:

[Erie 1 BOCES Paraprofessional Mentor/Intern Handbook](#)



MENTOR/INTERN PROGRAM
PARTICIPANT HANDBOOK
AFSCME 10

