Clinton Central School District

Professional Learning Plan

Introduction and Overview

The Clinton Central School District recognizes that high-quality professional learning is essential to improving teaching practices, student outcomes, and overall school success. The district's Teacher Education and Professional Standards (TEPS) Committee, in collaboration with administrators, teachers, parents, students, higher education partners, and curriculum specialists, leads the development, implementation, and ongoing evaluation of this Professional Learning Plan. An Instructional Coach provides embedded support to staff, ensuring professional learning translates into classroom practice.

This year, a key priority is the adoption and consistent use of a flexible instructional framework known as The Learning Arc. This framework emphasizes a clear beginning, middle, and end to each lesson, grounded in research-based practices while allowing for teacher flexibility. The framework consists of three phases—Ignite, Explore, and Synthesize—and is designed to foster engagement, exploration, and deep understanding across all grade levels and content areas.

The Professional Learning Plan also reflects the district's Core Beliefs:

- Every student can thrive when learning is engaging, personalized, and meaningful.
- Hands-on, real-world, and project-based experiences foster deeper understanding and growth.
- Multiple pathways allow all students to explore interests, develop skills, and achieve success.
- Strong relationships and community partnerships are essential to a supportive, inclusive school.
- Continuous growth, innovation, and modern learning experiences prepare students for a changing world.
- Education empowers students to be responsible, compassionate, and active citizens.

Professional learning will be strategically aligned to the district's long-term goals, which will build over the next three years:

1. **Empower Learning Through Innovation and Real-World Experiences**
2. **Advance Instructional Excellence and Staff Development**
3. **Expand Pathways and Programs**
4. **Strengthen Community and Student Voice**

5. **Sustain and Modernize Programs for a Future-Ready Education**

This Professional Learning Plan is designed to support educators in achieving these goals while equipping students with the skills, knowledge, and experiences needed to succeed as graduates of Clinton Central School District.

Vision

Clinton Central School District is committed to cultivating a community of educators who continuously learn, collaborate, and grow in their practice to improve student learning and achievement. Professional learning is viewed as an ongoing process that enhances teaching effectiveness, integrates research-based best practices, and fosters inclusive environments where every student can succeed. This plan ensures that professional learning is aligned with district goals, responsive to staff and student needs, and reflective of the competencies outlined in the Portrait of a Clinton Graduate.

Purpose and Focus

The Clinton Central School District Professional Learning Plan strives to improve the quality of teaching and learning by ensuring that all educators have meaningful opportunities for growth, remain current in their profession, and are equipped to meet the diverse learning needs of students.

Professional learning in Clinton CSD is driven by district goals and priorities, student needs, assessment data, teacher feedback, research-based practices, technology integration, and collaboration. It also emphasizes creating a safe, supportive, and welcoming environment where every student feels valued and able to succeed.

The plan is aligned with the New York State Professional Development Standards and Indicators (NYSPDSI) and provides a framework for developing opportunities that:

- Support student achievement and well-being.
- Enhance instructional practices across grade levels and disciplines.
- Integrate social-emotional learning, literacy, and technology into daily instruction.
- Build staff capacity to create inclusive and culturally responsive classrooms.
- Foster collaboration and professional community among educators.

By aligning professional learning with district goals, state standards, and emerging needs, Clinton CSD ensures that educators are well-prepared to support student growth, achieve academic excellence, and live out the competencies of the Portrait of a Clinton Graduate.

Needs Analysis / Continuous Improvement

Clinton CSD ensures that professional learning is ongoing, multi-year, and responsive to teacher and student needs. Needs are identified through:

- Targeted surveys, evaluations, and feedback from staff after professional learning offerings.
- Reflections from observations, instructional coaching, and teacher practice.
- Analysis of student performance data, including local and state assessments.
- Department and team discussions on student work and instructional best practices.
- Emerging district initiatives, programs, and technology adoptions.
- State-mandated professional development requirements.

Time Commitment

On average, educators participate in **20–30 hours of professional learning annually**, including planning, attending, applying, and evaluating professional development activities. Targeted staff requiring CTLE hours have access to at least 20 hours of approved offerings per year to meet certification requirements.

Roles and Responsibilities in Professional Learning

Professional learning at Clinton Central School District is coordinated through the Office of the Assistant Superintendent for Instruction. The Assistant Superintendent oversees the district's instructional coach, IT director, TEPS committee, and mentoring program, ensuring that professional learning is aligned with district goals, responsive to staff needs, and connected to student achievement.

In alignment with the Professional Learning Plan, the district supports staff by:

- **Delivering workshops** on current instructional strategies, technology integration, classroom management, and differentiated instruction. *(NYSPDSI 2d, 3a, 4c, 6a, 9a)*
- **Providing sessions** on curriculum standards, assessment methods, and inclusive teaching practices. *(NYSPDSI 1c, 2a-f, 5a-c)*
- **Offering instructional coaching** to refine classroom practice through one-on-one support and feedback. *(NYSPDSI 1h, 2b)*
- **Developing digital resources** through an online portal with webinars, videos, and instructional tools. *(NYSPDSI 1b, 1f, 1g, 4c)*
- **Supporting data analysis** to inform instruction, interventions, and student growth. *(NYSPDSI 8a-e)*
- **Leading training** on tools and platforms for using data and providing feedback. *(NYSPDSI 9a-g)*
- **Integrating technology** into teaching and learning to enhance engagement. *(NYSPDSI 9a-g)*
- **Providing ongoing support** for troubleshooting and optimizing technology use. *(NYSPDSI 9a-g)*
- **Promoting teacher wellness** through workshops on stress management and work-life balance. *(NYSPDSI 4a)*

- **Collaborating on curriculum development** to ensure alignment with standards and best practices. *(NYSPDSI 2a-f)*

- **Strengthening family and community engagement** and offering professional development on culturally responsive and inclusive practices. *(NYSPDSI 5a-c, 6a, 7a-c, 8e)*

- **Supporting differentiated instruction** to meet the needs of all learners. *(NYSPDSI 2d, 5a-c)*

Through these responsibilities, the Assistant Superintendent for Instruction, in collaboration with the instructional coach, IT director, TEPS committee, and mentoring program, ensures that professional development is responsive, purposeful, and consistent with both NYSPDSI assurances and Clinton CSD's commitment to preparing all students for success.

Professional Development Request Process

Teachers access professional development opportunities through **Frontline**, where internal and external training offerings are posted. If a desired professional learning opportunity is not listed in the catalog, teachers may submit a request to have it added. All requests must:

- Align with district goals and New York State standards.

- Be provided by credible organizations or qualified personnel.

Requests follow a structured approval process:

1. **Building Leader Review** – Ensures alignment with building priorities and instructional needs.

2. **Assistant Superintendent for Instruction Review** – Confirms alignment with district goals, professional learning standards, and instructional framework.

3. **Superintendent Approval** – Final authorization for participation and resource allocation.

This process ensures that professional development is purposeful, high-quality, and aligned to both teacher growth and student learning outcomes.

Planning and Oversight

The TEPS Committee meets three times annually—June, September, and January—to plan Superintendent Conference Days and ensure professional learning opportunities align with district goals, NYS standards, and instructional priorities.

Mentoring Program

The Clinton Central School District New Teacher Mentoring Program provides guidance and support to ensure the success of new teachers. The program aligns with the PLP and NYSPDSI standards.

Roles and Responsibilities

- **Mentor Teachers**: Provide guidance on curriculum, instruction, classroom management, model best practices, observe and give feedback, co-plan lessons, share resources, and support personalized professional growth.

- **New Teachers**: Actively participate, welcome feedback, set goals, engage in reflective practice, communicate effectively, and utilize provided resources.

- **Program Leaders and Administrators**: Oversee implementation, match mentors with mentees, allocate resources, monitor and evaluate progress, resolve conflicts, recognize contributions, and support continuous improvement.

Program Structure

- **Summer Orientation (2 days)**: Introduces new teachers to the district, mentorship expectations, and strategies for classroom management and inclusivity.

- **Monthly Mentor-Mentee Meetings (2 per month)**: Focus on goal setting, lesson planning, observation, feedback, co-planning, and professional growth.

- **Monthly Cohort Meetings (1 per month)**: Foster a sense of community, share best practices, and celebrate accomplishments.

- **Program Timeline**: Month 10 includes a final cohort meeting for reflection and celebration. Ongoing communication and a digital resource repository support continuous growth.

Observation and Feedback

Mentors conduct structured classroom observations, provide actionable feedback, engage in reflective conversations, and encourage professional growth through resource sharing and follow-up support.

Evaluation

Feedback surveys from mentors, mentees, and administrators provide data to evaluate program effectiveness and guide continuous improvement.

Second-Year Teacher Support

The district provides structured support for second-year teachers to ensure continued professional growth and success. Quarterly meetings are held with the Assistant Superintendent for Instruction and the Instructional Coach, focusing on:

- Setting professional and instructional goals.

- Monitoring progress toward these goals.

- Adjusting strategies and practices based on reflection, student data, and feedback.

- Providing guidance for continued refinement of classroom practices and alignment with district instructional priorities.

These meetings build on the first-year mentoring experience and establish a continuum of support during the critical early years of teaching.

Continuous Improvement (Three-Year Timeline)

1. Three-Year Cycle

- The Professional Learning Plan is designed to guide professional development over a three-year period, ensuring alignment with district goals, NYS standards, and the instructional framework (The Learning Arc).

- Core priorities, such as instructional excellence, real-world learning, and inclusive practices, remain consistent throughout the cycle while allowing flexibility for emerging needs.

2. Annual Review

- TEPS Committee meets once each year to:

    - Review progress on PD goals, staff participation, and evaluation data

    - Adjust offerings for Superintendent Conference Days and ongoing PD opportunities

    - Identify emerging needs or shifts in district priorities

- Minor updates and adjustments may occur annually, but the overall plan structure and three-year goals remain stable.

3. Ongoing Monitoring and Support

- Instructional coach and Assistant Superintendent oversee PD implementation, mentoring, and instructional support year-round.

- Staff input via surveys, reflections, and department meetings is collected continuously to inform decisions.

- Participation data, feedback, and evidence of impact on teacher practice are tracked to guide adjustments.

4. End-of-Cycle Reflection

- At the end of the three-year period, the district conducts a comprehensive review of the plan's effectiveness, including:

    - Staff growth and engagement

    - Alignment with district and NYS priorities

    - Evidence of impact on teaching and learning

- Findings inform the development of the next three-year plan, ensuring continuity and continuous improvement.

Evidence of Achievement

To ensure that the Professional Learning Plan is effective and responsive to the needs of educators and students, Clinton Central School District will monitor progress and document outcomes. Evidence of achievement will be gathered through both quantitative and qualitative measures, allowing the district to evaluate the impact of professional learning on instructional practice and student success.

Evidence will include:

- **Numbers of professional learning offerings and levels of staff participation.**
- **Summary of progress on outcomes** aligned with district goals and NYSPDSI.
- **Documented attendance records** at professional learning opportunities.
- **Exit surveys and feedback** from participants.
- **Communications with administration and pertinent parties** to track alignment and follow-through.
- **Meeting agendas and minutes** that capture planning and decision-making processes.
- **Planning documents** that reflect the alignment of professional learning to identified priorities.

This evidence will be reviewed regularly to guide future professional learning decisions, measure the impact of initiatives, and ensure that professional development remains tightly connected to student achievement, teacher growth, and the Portrait of a Clinton Graduate.

Statement of Assurances

The Superintendent certifies the following:

- The planning, implementation, and ongoing evaluation of the Clinton Central School District Professional Learning Plan 2025–26 is being conducted by the TEPS Committee, which consists of the Assistant Superintendent for Instruction and Technology (Superintendent Designee) , school administrators, teachers (upon designation by the teachers' collective bargaining organization), instructional coach (curriculum specialist), higher education, and students.
- The Plan focuses on improving student performance and teacher practice identified through data analysis.
- The Plan describes professional learning that:
    - Aligns with New York State content and student performance standards.
    - Articulates within and across grade levels.
    - Is continuous and sustained.

    - Indicates how classroom instruction and teacher practice will be improved and assessed.
    - Reflects congruence between student and teacher needs and District Strategic Goals and objectives.
- The Plan indicates that an evaluation of effectiveness will take place so that activities can be developed and/or modified based upon the evaluation.