

JASPER-TROUPSBURG CSD PROFESSIONAL LEARNING PLAN



Revised and BOE Approved November 12, 2025

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The professional learning plan was developed in collaboration with the Jasper-Troupsburg Administration, the Professional Learning Committee, and the Board of Education.

Professional Learning Committee Members:

- o Jason Oliver, Superintendent of Schools
- o Kerry Davis, Secondary Principal
- o Brian McCaffrey, Elementary Principal
- o Jane Hall, Curriculum and Instruction Director
- o Penny Newcomb, High School Teacher/High School CSE Chair
- o Kristy Tompkins, Elementary School Teacher/Elementary School CSE Chair
- o Christopher Jordan, Elementary Teacher
- o Renee Carl, OT Provider/parent
- o Linden Miles, School Psychologist

Board of Education Members:

- o Jodi VanGorden, Board President
- o Chad Groff, Board Vice-President
- o Jason Ives
- o Dylan Price
- o Laura Eggleston
- o Melissa Miles
- o Cameron Bullock

Vision and Mission

Mission: As the cornerstone of our community, the Jasper-Troupsburg Central School District is where tradition meets innovation. We cultivate nurturing and rigorous learning environments to inspire the growth and development of all.

Vision: The vision of the Jasper-Troupsburg Central School District is to equip all members of the Wildcat Nation with the skills needed to be problem-solvers and good citizens. Through high expectations, connections, and pride, we strive to empower future leaders whose influence will reach beyond our community.

Purpose

The purpose of this plan is to improve student achievement through ongoing professional learning opportunities. These learning opportunities are directly connected to the district's vision to equip all members of the Wildcat Nation with the skills needed to be problem-solvers and good citizens.

New York State Education Department Regulations and Requirements

This professional Learning plan follows 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 (100 CTLE professional learning hours every five (5) years) defined by The Board of Regents in Subpart 806 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. Educators employed by JTCSD should anticipate, on average, opportunities to earn at least 20 CTLE sponsor-approved hours per year. Jasper-Troupsburg CSD, and/or other agencies, will provide Professional Certificate holders with documentation acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE hours. Such documentation will include, at a

minimum: the participant's name, date of the workshop, number of clock hours obtained, the topic, and type of activity or program engaged.

New York State Professional Development Standards

- 1. Designing Professional Development:** Professional development 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 development 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 development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- 4. Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- 5. Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- 6. Student Learning Environments:** Professional development 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 children's education.
- 8. Data-driven Professional Practice:** Professional Learning uses disaggregated student data and other evidence of student learning to determine professional 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.

Guiding Standards

Professional learning will utilize the New York State Professional Development Standards and the negotiated portions of the Danielson Rubric to gauge its effectiveness.

Student Achievement Needs

The district will strive to ensure that all students are the recipients of a guaranteed and viable curriculum that ensures both college and career readiness. All students should graduate with the skills necessary to be active and contributing members of society.

Local students, who are socio-economically disadvantaged and/or students who have special needs, continue to struggle at higher rates than their peers. Studies, and our own data, demonstrate that these populations are not as successful as other demographic groups that have neither socio-economically disadvantaged and/or students with special needs (ie, 504 and IEP classification).

By implementing and incorporating quality, research-based instructional strategies, student intervention strategies and techniques, data-driven decision making, and by setting and striving for aspirational student achievement benchmarks which increase academic rigor and appropriately challenge all students, as well as all faculty and staff members as life long learners, the district desires to obtain the greatest potentials for all parties involved.

Description of Professional Learning Plan

Professional Learning opportunities will be provided to all faculty, staff, and school administrators by in-house, turn-key trainers, BOCES professional learning workshops and conferences, and outside educational consultants to develop and enhance each professional's abilities to positively impact every student's learning and success.

Employees will utilize the in-service hours request forms for any workshops or conferences that are not provided per district implementation and plans. Employees will also provide summaries of what was learned during such training, including examples of when and how such training will be incorporated into curricular/assessment planning, student intervention, data analysis, etc. Jasper-Troupsburg CSD, and/or other agencies, will provide Professional Certificate holders with documentation acknowledging completion of workshops, trainings, and professional learning opportunities qualifying for CTLE hours. A copy of the CTLE document is attached to this document.

Needs and Data Assessment

As part of the ongoing professional learning process, the Jasper-Troupsburg District uses multiple data sources. The following data is considered when planning professional learning.

Student Data:

- iReady data
- AIS data
- RtI data
- NYS 3-8 testing and Regents exam data
- Student attendance and discipline reports
- Student report card data
- Student surveys

Staff and School Community:

- PD survey
- Staff and parent surveys
- Performance reviews

Annual Professional Learning Needs

- APPR requirements, Danielson Rubric usage and calibration for all classroom observation requirements
- Teaching to the Next Generation Learning Standards
- Thinking Maps usage for incorporation into classroom lessons
- AIMSweb usage
- iReady Diagnostic Assessments; implementation and use
- Response to Intervention/AIS Strategies and Techniques
- Science of Reading
- PLC Trainings to support student learning
- Trainings for writing appropriate and quality 504 and IEPs
- Incorporating rigor into unit and lesson plans that properly align to the Next Generation Learning Standards

- Various trainings that are offered throughout the year by turn-key trainers, GST BOCES, other BOCES, and other agencies
- Kagan Structures

Acceptable CTLE Activities

CTLE hours can be earned from NYS approved sponsors. Acceptable CTLE should be taken in the content area of the certificate held by each individual employee. Employees are responsible for keeping records of CTLE hours completed. Acceptable CTLE must be conducted through activities designed to improve pedagogical or leadership skills, improve student performance, promote teaching and leadership professionalism and be aligned to district and student goals.

Record Keeping Requirements

Employees are responsible for keeping records of CTLE hours completed. Records should include: the title of the program, total number of hours, number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners, approved CTLE sponsor's name and number, educators' identifying information listed on the activities, attendance verification; and date and location of the activities. The majority of training conducted by the district and GST BOCES are requested through Frontline. Frontline also records CTLE hours associated with those training sessions.

Employees are also responsible for maintaining access to their TEACH account and keeping contact information current. CTLE requirements may be completed any time during the registration cycle.

CTLE Language Acquisition Requirement

The continuing teacher and leader education (CTLE) language acquisition requirement varies by certificate holder.

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their required CTLE 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 ELLs.

- **Other teachers, school building leaders, and school district leaders.** All other Professional Teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.
- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

Exemption to CTLE Language Acquisition Requirement

- School districts can seek an exemption for the CTLE language acquisition requirement if they have fewer than 30 English Language Learners (ELLs) enrolled, or ELLs comprise less than 5% of the district's total student population. This exemption is secured by the district.

Information taken from:

<https://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html>

Professional Learning Goals and Objectives

The following objectives were taken from the 2025-2026 district-wide goals.

Objective 1- Instructional Excellence

Standards: NYSPDS- 2, 5, 6 Danielson-1D, 1E, 2A, 2D	By June 30, 2026, the district will increase cohort performance in English Language Arts and Math for students in Grades 4–8 by 5% compared to baseline data, through data-driven instruction, targeted interventions, and ongoing progress monitoring.	Providers of PL: Teachers will work through data using the PLC process and support each other with best practices to increase student learning. Evidence of success: Improved iReady scores, improved ELA and math scores
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Objective 2- Community of Care and Wellness

Standards: NYSPDS- 2, 5, 6, 9 Danielson-1D, 1E	By Spring 2026, the district will improve its overall performance on the Measurable Results Assessment (MRA) by at least 3 points compared to the previous assessment, through targeted instructional strategies, staff development, and continuous progress monitoring.	Providers of PL: Leader in me consultant will train lighthouse team. Evidence of success: Teacher and student feedback on surveys, classroom observations, improved leadership skills
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Objective 3- Culture of Collaboration

Standards: NYSPDS- 6, 7 Danielson-2A, 2D	By June 30, 2026, the district will increase the percentage of K–12 students attending school regularly (missing less than 10% of instructional days) to 90% or more, by implementing proactive attendance monitoring, engaging families, and strengthening school-based support systems.	Providers of PL: The BLT will work together with building leaders to analyze data and strategically target attendance. Evidence of success: Improved attendance trends
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New Teacher Mentor Program

The Jasper-Troupsburg Central School District provides a mentoring program to support new educators in the adjustment to district culture, professional expectations, and logistical training to ensure each new hires' readiness and success. The goal of this program is to ease the transition from teacher preparation into actual practice, thereby increasing the likelihood of retention of each teacher and simultaneously increasing their skills to further maximize each student's achievement.

Mentors will be limited to no more than two mentees in a given school year, unless unique and unusual circumstances warrant such.

Teacher-Mentor's Responsibility and role is to provide guidance and support to new teachers, as well as veteran teachers if required, through:

- Scheduled visits/meetings (both planned and unannounced) to address mentee needs. These visits/meetings will occur after school and/or during release time and/or planning periods. These needs may include:
 - o Developing a confidential mentor/mentee relationship
 - o Modeling instructional practices, strategies, and techniques
 - o Providing informal instructional/craft feedback
 - o Assisting with short- and long-range planning
 - o Peer coaching
 - o Co-teaching and Consultant teaching
 - o Orienting the mentee to the district culture and core values and beliefs
- Supporting immediate needs onsite
- Assist in the growth of mentee reflection and self-evaluation
- Participate in new teacher workshops designed to address instructional, assessment, or professional components as necessary
- Participate in support groups to aid with curriculum, instruction, assessment, and data analysis
- Complete a mentor program evaluation and mentor reflection form
- Complete mentor log sheets for each meeting to be submitted as evidence of mentoring completion as per NYSED regulation and requirements for professional certifications
- Support district, building, department, and grade level goals and core beliefs (increased instructional effectiveness, increased student achievements, reflection, lifelong learning, literacy, and collaboration).

Mentee's Responsibilities:

- Participate in Orientation/Induction and all required workshops and/or trainings
- Actively engage in the confidential mentor/mentee process
- Maintain a journal or log containing your discussions with your mentor, as well as your reflections (this will not be collected but, it will be of use for future reference and will assist in completing the required mentor/mentee documentation form that must be submitted at the end of the mentoring cycle)
- Complete a mentor/mentee program evaluation form designed to provide feedback to the district to assist in further improving this process for future mentees
- Support district, building, department, and grade level goals (increased instructional effectiveness, increased student achievements, reflection, life-long learning, literacy, and collaboration)
- Actively participate in other professional growth opportunities as required for life-long learning and continued maintenance of required 100 professional Learning hours every five years per NYSED regulations

Required and/or potentially useful new teacher trainings and workshops:

- Teaching focused on utilizing the Next Generation Learning Standards
- Increased literacy implementation strategies and techniques
- Promoting Higher Order Thinking and Critical Thinking Skills
- Curricula Alignment (both horizontally and vertically)
- Understanding Data and Proper Data Analysis
- Data Driven Instruction and Decision Making
- Thinking Maps
- iReady Assessments
- STEM/STEAM implementation
- Technology implementation
- Engagement Strategies
- Response to Intervention
- Classroom Behavior Management
- Leader in Me

Mentors and Mentees are required to log at least two formal monthly meetings in Frontline and use the attached log to help guide meetings.

Jasper-Troupsburg Central School Teacher Mentor Checklist

"Learning to teach is a bigger job than universities, schools, experience, or personal disposition alone can accomplish." ~ Sharon Feiman-Nemser

Mentoring is a partnership created to help support new teachers by providing them with a veteran teacher to confidentially discuss topics and to provide guidance.

Remember, we all faced our first days in our classroom with excitement, anxiety and feelings of being overwhelmed. This partnership provides an opportunity for the mentor to pass along wisdom and experiences to help the mentee discover how wonderful it is to be part of the Jasper-Troupsburg Wildcat Family!

This monthly checklist of topics serves as a starting point for discussions. These are not the only concerns or questions that may arise, so please add to the list as needed.

Completed Checklists should be turned into the Superintendent to be added to personnel files for proof of mentoring experience.

✓	September
	Show location of resources (classroom supplies, copy machine, IT Dept, etc.)
	Provide guidance for classroom routines, expectations, grading policies, etc.
	Establish regular meeting times to check in
	Go over School Tool (attendance, assignments, grades, etc.)
	Introduce mentee to other teachers
	Discuss any technology concerns or needs
	Go over Emergency Procedure information
	Provide JTTA information
	Go over procedures for requesting a substitute
	Discuss school norms such as dress down days, social events, traditions
	Discuss Danielson Rubric Components and review observation procedures (announced vs. unannounced, pre- and post- meetings)
	Other:

✓	October
	Emergency substitute lesson plans in place for 2 or 3 days just in case
	Discuss announced observation and unannounced observation
	Discuss how classroom management is going
	Check in on School Tool being up to date and where to find IEP information
	Discuss Homecoming expectations and activities
	Discuss Professional goals for the year
	Other:
	Other:

✓	November
	Discuss End of Marking Period expectations and procedures for grading
	Discuss Parent communications; student concerns and celebrations
	Review snow day procedures and notifications
	Discuss option to observe a colleague teaching, set up time as desired
	Other:
	Other:

✓	December
	Discuss CTLE hours and paperwork
	Discuss student engagement in light of holiday distractions/Share strategies
	Discuss personal burn out and share strategies
	Go over Requisition Procedures
	Look for potential professional learning opportunities
	Other:
	Other:

✓	January
	Review expectations for Parent/Teacher Conferences
	Discuss Mid-Term Exams, Regents Exams, End of Marking Period
	Discuss strategies for working with struggling students
	Other:
	Other:

✓	February
	Celebrate mid-year success!
	Review/Discuss observation and feedback from evaluator
	Check in on classroom management
	Discuss learning resources that can shared with students and parents
	Other:
	Other:

"The person determined to achieve maximum success learns the principle that progress is made one step at a time. A house is built one brick at a time. Football games are won a play at a time. A department store grows bigger one customer at a time. Every big accomplishment is a series of little accomplishments."

~David Joseph Schwartz

✓	March
	Discuss 3-8 th Grade Testing dates and procedures
	Discuss Parent communications; student concerns and celebrations
	Other:

✓	April
	Review End of Marking Period expectations and procedures
	Review outdoor classroom procedures
	Discuss student engagement and share strategies
	Other:
	Other:

✓	May
	Discuss possible changes for next year in classroom procedures, management, grading, etc.
	Schedule any summer curriculum work days
	Other:
	Other:

✓	June
	Review Final Grading Procedures
	Review Regents Exams procedures for proctoring and scoring
	Review end of year events such as graduation, awards, trips, etc.
	Review End of Year Checklist
	Celebrate the year!

Signature of Mentor

Signature of Mentee

Date

Date

Jasper- Troupsburg CSD Professional Learning Needs Assessment

Name

Date

Please complete and return this survey annually to your building principal prior to the last scheduled workday. This will be used to plan for future Superintendent Conference Days and other PD opportunities. Please circle all areas on which you would like more training.

Next Generation Learning Standards

Developing Vocabulary

RtI and MTSS

Science of Reading

Wit and Wisdom (K-8 reading)

Leader in Me

95% Instructional Practices (K-5 Reading)

Kagan Structures

Classroom Management

SEL practices

Canva

Google Suite

Thinking Maps

Digital Textbooks

Meeting the needs of exceptional needs students

Principles of DEI

ClassLink Apps (please list specific apps)_____

Please list any other topics that you would like to have considered for professional Learning opportunities.
