Barker Central School District
Organizational Professional Development Plan
2025-2026

SUPERINTENDENT'S RECOMMENDATION,
that the Board of Education, upon recommendation of the Superintendent of Schools, approve the Barker Central School District Organizational Professional Development Plan dated 2025-2026.

TABLE OF CONTENTS

1. Vision and Introduction…….. 3
2. Membership…….. 4
3. NYSED Regulations and Requirements….. 5
4. Philosophy…….. 6
5. Organization-wide Goals…….. 8
6. Action Plan…….. 9
7. Provisions for Mentoring…….. 16
8. Provisions for Teachers Certified in Bilingual and ELL Education……. 19
9. Appendix A: PD Offerings…….. 20

Vision

Engage Barker Central School District faculty and staff in learning and professional development that improves the quality of teaching and learning while meeting our students' needs.

Introduction

Barker Central School District is a small, rural district in Niagara County, New York. The district comprises two schools, Barker Elementary and Barker Junior/Senior High School. Each school houses about 375 students in grades PreK-6 and 7-12 respectively.

The Professional Development Plan was created with representation from teachers in both buildings and administrators across the district. The plan serves as a thoughtful effort to achieve the goals set forth by the Barker Central School District, ensuring we will help our students learn and meet our vision.

Professional Development Committee Membership

Name	Title
Jacob Reimer	Superintendent
Christian Cornwell	Coordinator of Curriculum & Professional Development/Assistant Principal
Micaela Love	Principal
Leann Briggs	Grade 5/6 Dept. Chair
Loriann Martell	Science/Math Dept. Chair
Michael O'Sullivan	Social Studies/ELA Dept. Chair

Sara Thibault	Instructional Support Specialist
Cindy Calandra	Grades 2-4 Dept. Chair
Pilar Voutour	Grades Pre-K-2 Dept. Chair
Dave Carson	PE/Music/FACS/Library Dept. Chair
Wendy Pellow	Special Education Dept. Chair
Mike Gendrue	Guidance/Speech/Psych. Dept. Chair
Tom Mallon	Technology/LOTE/Art Dept. Chair

New York State Department Regulations and Requirements

This professional development plan complies with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaborate on professional development plans reviewed annually. Additionally, professional development 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.

Barker Central School District, Orleans Niagara Teacher's Center, and Orleans Niagara BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development

opportunities qualifying for CTLE credits. Certificates will include participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

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

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

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 skills 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 development 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 development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

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

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

Organizational Professional Development Goals

1. Increase Student Engagement in the Learning Process: Through a collaborative process, stakeholders will be empowered to improve student engagement in the learning process through continual improvement.

2. To improve Literacy for all Learners to be prepared for the 21st century: Through a collaborative process, stakeholders will create an environment that supports increased student literacy including reading, writing, comprehension, and communication in all forms.

3. Improve Instructional Outcomes for all Students: To sustain and expand student academic success by collaboratively reviewing data and developing data-driven processes which continuously foster improvements in instructional areas that impact student learning and achievement.

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 2025-2026 school year.

Goal 1: Increase student engagement in the learning process.

Objective: Through a collaborative process, stakeholders will be empowered to improve student engagement in the learning process through continual improvement.
Essential Questions: How can we give students a greater voice in their own learning?
Activities and Strategies: • Develop and maintain robust curriculum and resources that are both rigorous and relevant for all students. • Provide professional learning opportunities for staff that enhance student-centered learning, active engagement strategies, and effective assessment methods. • Provide students with required support for their learning including special education needs, social emotional needs, and behaviors. • Create and implement a survey of students' engagement/needs in school throughout the year.

Inputs	Evidence	Responsibility	Timeline
Conduct horizontal and vertical alignment reviews on all existing written curriculum units.	Up to date, aligned curriculum maps and units across all grade levels and content areas.	District Administrators Building Administrators Teachers	July 2025-June 2026

Provide professional learning opportunities for faculty and staff focused on student-centered learning.	Agendas for Supt. Conference Days. Faculty meetings. Out of district opportunities (BOCES, teacher center, etc.)	District Administrators Building Administrators Teachers	July 2025-June 2026
Provide support to Barker's students, especially in social emotional health.	Continue to implement SEL resources (2nd Step curriculum) and expand opportunities for students to engage with mental health support and providers both within school and in the community.	Counselors & Mental Health Providers Building Administrators Teachers	July 2025-June 2026
Implement student survey to identify student engagement and needs to help plan for future programs/resources and then follow through.	Conduct data analysis of the survey results.	Counselors & Mental Health Providers Building Administrators Teachers	July 2025-June 2026

Goal 2: To improve literacy for all learners to be prepared for the 21st century.

Objective: Through a collaborative process, stakeholders will create an environment that supports increased student literacy, including reading, writing, comprehension, and communication in all forms.
Essential Questions: How do you define a literate person in the 21st century?
Activities and Strategies: • Conduct a deep data dive of district literacy data (3-8 ELA assessment data, Regent's assessment data, student work, and other data sources to determine root cause(s) of literacy issues. • Review existing literacy curriculum, resources, and instructional methods on literacy to determine if existing curriculum and instruction in literacy can/will address the root cause(s). • Research, examine, and develop a comprehensive district wide (Pre-K-12) literacy program that addresses root cause(s) of student deficiencies in literacy if necessary.

Inputs	Evidence	Responsibility	Timeline
Departments & Grade level groups will utilize the ATLAS data protocol to analyze student achievement in literacy within their subject area(s) and grade level(s). Determine and analyze the cause(s) of potential literacy issues.	Data reviews and meeting notes from analysis protocol.	District Administrators Building Administrators Teachers	July 2025-June 2026
Conduct curricular & instructional audit to determine if existing curriculum, resources and instructional methods can address the root cause(s) of literacy issues.	Results of audit and relationship to identified root cause(s).	District Administrators Building Administrators Teachers	July 2025-June 2026
If necessary, begin to research, examine and review curricular changes to current literacy instruction and resources to address root cause(s). Transition to potential changes in the 26-27 school year.	Create a district-wide committee to lead the research and review of curriculum and resources.	District Administrators Building Administrators Teachers	July 2025-June 2026

Provide professional development in literacy instruction that aligns with the Science of Reading research.	Observations of literacy instruction that aligns with the Science of Reading. Attestation on an annual basis.	District Administrators Building Administrators Teachers Outside Consultants	July 2025-June 2026

Goal 3: Improve instructional outcomes for all students.

Objective: To sustain and expand student academic success by collaboratively reviewing data and developing data-driven processes which continuously foster improvements in instructional areas that impact student learning and achievement.

Essential Questions:

Why will the structured analysis of data improve student learning and achievement?

Activities and Strategies:

- Continue to utilize data-driven instructional decision-making processes. Use identified data points to improve instruction and student achievement.
- Improve student attendance through various outreach and other procedures designed to reinforce the importance of attending school regularly.

Inputs	Evidence	Responsibility	Timeline

Utilize the district wide data protocol tool (ATLAS) when analyzing any type of data source.	Meeting notes and data analysis results. Train new faculty and staff in the use of the ATLAS data protocol.	District Administrators Building Administrators Outside Consultant Teachers	July 2025-June 2026
Utilize the ATLAS protocol to target grade levels and groups of students (at-risk, chronically absent) that need to improve their attendance. Implement resources to improve attendance for those groups.	An increase in student attendance and a decrease in the number of students identified as "chronically absent".	District Administrators Building Administrators Counselors and Mental Health Providers Teachers	July 2025-June 2026

Provisions for Mentoring Program

The Barker Central School District Mentoring Program is defined by the mentoring mission statement, as outlined below:

The Barker Central School District recognizes the need to attract and retain qualified professionals to provide the best education for its students. Our mentorship program is established to assist staff, who are new to the District, in developing skills that help them become more effective and successful in their beginning years by utilizing experienced educators to provide guidance and assistance.

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

Procedure for Selecting Mentors	The following considerations will help determine the matching of mentor and mentee: • Successful completion of district mentor training • Location • Tenure Area (It is required that mentors are tenured staff) • Availability • Any self-identified mentee needs Mentors will demonstrate the following competencies: • Is willing to be a role model • Exhibits strong commitment to the teaching profession • Believes in mentoring • Acts as an advocate • Is willing to train • Is committed to lifelong learning • Is reflective; learns from mistakes • Is eager to share information and ideas • Is resilient, flexible, persistent, open-minded • Has sense of humor and is resourceful • Enjoys challenges and problem-solving • Demonstrate behaviors that show commitment to continuous learning about the craft, collegiality, and experimentation in one's position/work • Is highly regarded by colleagues

	• Has excellent knowledge of both pedagogy and subject matter • Has confidence in self • Demonstrates classroom management skills • Is comfortable being observed by others • Maintains a network of professional contacts • Understands and follows the policies and procedures of the school district • Collaborates well with others • Is willing to learn from Mentee • Can articulate effective instructional strategies • Listens attentively • Asks reflective questions which prompt understanding • Offers critiques which are positive and productive • Is efficient with use of time • Uses email effectively • Is discreet and practices confidentiality • Maintains a trusting professional relationship • Knows how to tend to the Mentee's emotional and professional needs • Works well with multicultural issues
Role of the Mentors	Mentors will: • Serve as non-evaluative guide, support person, advocate, etc., who attempts to initiate the new teacher into the teaching profession in a professional and caring manner. • Provide guidance and support to new teachers in school routines, procedures, and systems. • Assist in helping the mentee reflect upon his/her own instructional practices, classroom management, interactions with parents and community, and appraisal of

	student progress. • Provide guidance through the observation process and help with annual goal setting. • Share successful teaching strategies through regularly scheduled participation in co-observations and constructive feedback. • Provide insight and understanding of school culture and climate. • Assist the new teacher in arranging, organizing, and analyzing the physical setting of the classroom.
Preparation of Mentors	Mentors will be trained through separate mentor training.
Types of Mentoring Activities	Spend time in classrooms, observing different instructional techniques & strategies Share resources and information Go over building/district procedures Checklist of various topics
Time Allotted for Mentoring	Release time allotted based on the mentee's needs and specific circumstances.

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.

Barker Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education-Resource Network to fulfill these requirements.

For all other faculty and staff, Barker Central School District meets* and will apply for an exemption from the professional development 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 Barker Central School District total student population as of such date as established by the commissioner.*

Appendix A

A list of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2025-2026 school year will be available across the Barker Central School District organization where CTLE credit will be awarded. This list may change based on staff needs. Many professional development opportunities will also be provided by ONBOCES and the Niagara-Orleans Teacher Center.

Topic	Organization/Consultant Provider
Arts Standards	Barker CSD
ATLAS Data Protocol	Barker CSD
Breakout EDU	Barker CSD
CDOS	Barker CSD
Classroom Management	Barker CSD
Culture and Climate (Building level)	Barker CSD
Curriculum Development	Barker CSD
Curriculum Mapping	Barker CSD

Danielson Rubric Training	Barker CSD
Data-driven Instruction	Barker CSD
Differentiated Instruction	Barker CSD
English Language Learners Best Practices	Barker CSD
Edcamp	Barker CSD
Exit Outcome/Graduate Expectations	Barker CSD
Explicit Direct Instruction	Barker CSD
FastBridge Technology Training	Barker CSD
Formative Assessments	Barker CSD
GSuite Training (esp. Google Forms & Data Collection)	Barker CSD
Guided Reading	Barker CSD
IEP Development	Barker CSD
Inquiry Based Training	Barker CSD
Literacy in the Content Areas	Barker CSD
Math Best Practices	Barker CSD
Mindfullness	Barker CSD
New Teacher Mentoring and Training	Barker CSD
Next Generation Learning Standards	Barker CSD
Orton Gillingham	Brainspring
PowerSchool updates	Barker CSD
Project Based Learning & Assessment	Barker CSD/ON BOCES
Reading Intervention	Barker CSD
Read, Think, Talk, Write Framework	Barker CSD
Response to Intervention	Barker CSD

Restorative Practices	Barker CSD
School Counseling	Barker CSD
School Counselor's Framework	Barker CSD
School Safety	Barker CSD
Science and NYSSLS	Barker CSD
Science of Reading	Barker CSD/ONBOCES
Social-Emotional Learning/MTSS	Barker CSD
Social Studies Framework/Standards	Barker CSD
Specially Designed Instruction	Barker CSD
Standards-Based Change Process	Barker CSD
Standards-Based Grading	Barker CSD
STEM Training	Barker CSD
Student Centered Instruction	Barker CSD
Technology Integration Training	Barker CSD
Therapeutic Crisis Intervention/TIG	Barker CSD
Writing	Barker CSD