

Williamson Central School District

Professional Learning Plan 2026-2027



Building Stakeholder Forums: 4/28/26, 5/4/26, 5/14/26

Content Area Standards Leaders Forum: 7/28/26

BOE Approval: 8/12/2026

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Williamson Central School District
Professional Learning Plan

District Name: Williamson Central School District
BEDS Code: 651402040000
Superintendent: Elizabeth Bridget Ashton
Address: 4184 Miller St. Williamson, NY 14589
Phone: 315-589-9661
Plan Year: September 2026- June 2027

Mission: Our mission is to provide a learning community that inspires character, service, knowledge, and wisdom.

Vision: Active learning in a supportive and respectful environment.

Beliefs: We believe...

- All children can learn.
- All children will reach their highest potential.
- We must educate the whole child.
- Communication is the single most important skill.
- The education of a child requires the active involvement of the entire community.
- All members of our community serve as role models for our children.
- All community members have a voice in decision-making.
- Our buildings belong to the community and will serve as places for lifelong learning in supporting each other.
- Laughter and joy are a part of learning.

Professional Learning Planning Team

Bridget Ashton, Superintendent of Schools	Mikala Smolinski, Coordinator of Network and Technology Services
Karen Hoody, Director of Curriculum, Intervention and Assessment	Lauren Szklany, Elementary Interventionist and ELA Content Area Leader
Robert Snyder, High School Principal	Mary Lyons, Elementary Interventionist
Chelsea Northrop, High School Assistant Principal	Christie Baglio, Elementary Teacher, Science Content Area Leader
Kathryn Taylor, Middle School Principal	Erina Guilfoil, Elementary Teacher, Math Content Area Leader
Bryon Rockow, Middle School Assistant Principal	Dylan France, Elementary Teacher, Social Studies Content Area Leader
Scott Drechsler, Elementary School Principal	Stephanie Bodak, Elementary Interventionist and Building Level Learning Coach
Jessica Craft, Elementary School Assistant Principal	Shannon Cornell, Elementary Special Education Teacher and SPED Content Area Leader
Nancy Miller, Director of Student and Family Services	Christy Bills, Secondary English and ELA Content Area Leader
Mark Blair, Secondary English Teacher and ELA Content Area Leader	Ginny Kuryla, Secondary Math Teacher and Math Content Area Leader
Danielle Murphy, Secondary Science Teacher and Science Content Area Leader	Janice Raspudic, Secondary Science Teacher and Science Content Area Leader
Jodi Bodak, Secondary Math Teacher and Math Content Area Leader	Ben Colak, Secondary Social Studies Teacher and SS Content Area Leader
Nicole Cole, Secondary Social Studies Teacher and SS Content Area Leader	Amanda Johnson, Library Media Specialist and Content Area Leader
Laura Robinson, Secondary Special Education Teacher and SPED Content Area Leader	Julie Wheeler, Secondary Special Education Teacher and SPED Content Area Leader
Kat Baldwin, Visual Arts Teacher and Content Area Leader	Steve Farrington, Secondary Foreign Language Teacher and Content Area Leader
Christian DeGrave, Band Teacher and Content Area Leader	Sean Spooner, Elementary Counselor and PPS Content Area Leader
Kayla Yarrow, Physical Education Teacher and Content Area Leader	Kristen Collins, Secondary Counselor and PPS Content Area Leader

Higher Education Participation

Williamson Central School District will make reasonable efforts to include a representative from an institution of higher education in the development and review of its Professional Development Plan. If participation is unavailable, the district will continue the planning process with the required stakeholders while seeking future opportunities for collaboration with higher education partners.

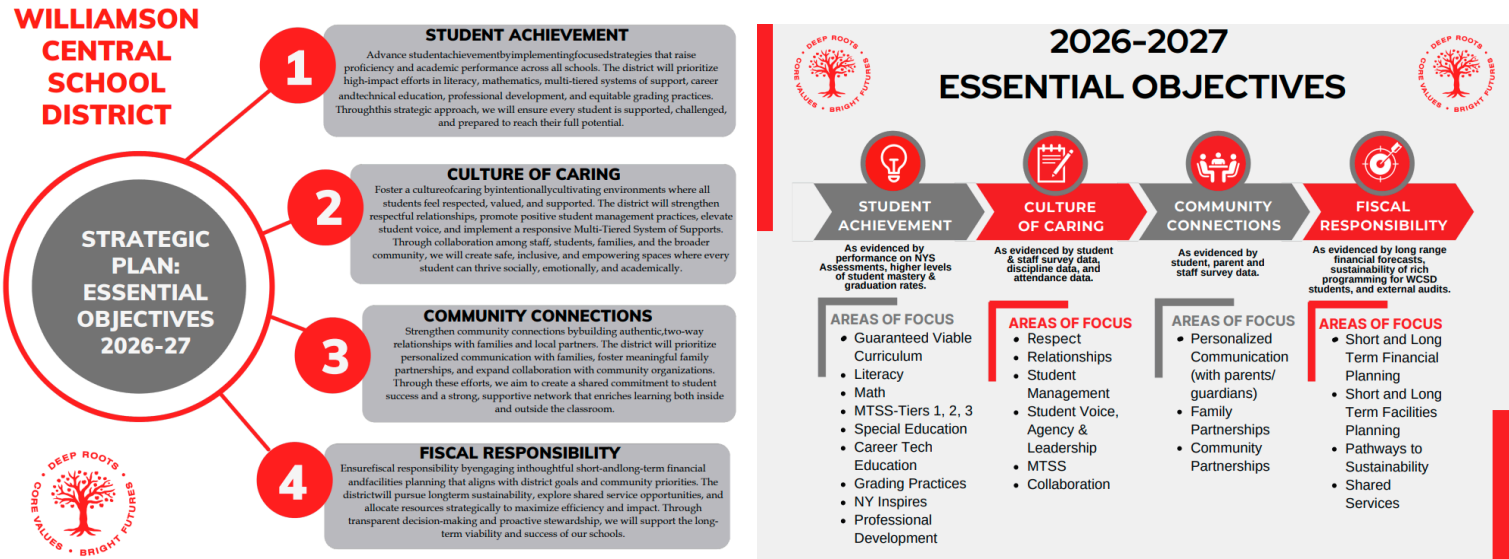
Introduction

In accordance with Section 110.2 (dd) of the Commissioner’s Regulations, the Professional Learning Plan (PLP) is designed to strengthen the quality of teaching and learning by ensuring that all certified educators engage in meaningful professional learning. This ongoing development enables staff to remain current in their practice and effectively meet the diverse learning needs of students. The PLP is aligned with the New York State Learning Standards and Assessments, and it is responsive to the linguistic, cultural, and special needs of students while addressing the varied capacities of educators.

At Williamson Central School District, our mission is to educate the whole child by providing rigorous and relevant academic opportunities, fostering character development, and supporting positive, learner-centered behavioral practices. Students remain at the heart of every decision we make.

Our strategic plan is guided by objectives established by the Board of Education through careful data review and analysis. We are committed to continuous improvement through intentional goal setting, professional learning, data collection, reflection, and actionable steps aligned with these strategic priorities.

Williamson CSD Essential Objectives



New York State Department Regulations and Requirements

This Professional Learning Plan complies with Commissioner's Regulations 100.2 (dd), which require each district and BOCES to collaboratively develop professional learning plans that are reviewed on an annual basis. The professional learning opportunities outlined in this plan also support educators in meeting the Continuing Teacher and Leader Education (CTLE) requirements established by the Board of Regents under Subpart 80-6 of the Commissioner's Regulations, as part of Chapter 56 of the Laws of 2015. These regulations apply to all individuals holding classroom teaching, school leadership, and teaching assistant certificates that are valid for life (Permanent, Professional, and Level III Teaching Assistant) and establish CTLE requirements for Professional and Level III Teaching Assistant certificate holders. Specifically, certificate holders must complete 100 hours of approved CTLE every five years in the areas of content, pedagogy, and language acquisition.

Williamson Central School District, in partnership with Wayne-Finger Lakes (W-FL) BOCES and other approved professional learning providers, will ensure that Professional Certificate holders receive physical or electronic documentation verifying the completion of qualifying workshops, trainings, and professional learning activities. Educators are responsible for maintaining their own CTLE records and documentation for a minimum of three years following the end of the registration period in which the CTLE hours were completed.

The implementation of Williamson Central School District's Professional Learning Plan is supported by multiple partners, including BOCES, the Regional Bilingual Education Resource Network (RBERN), the Regional Special Education Technical Assistance Support Center (RSE-TASC), Teacher Centers, Regional Information Centers, and other approved districts and vendors.

Philosophy of Professional Learning

In alignment with the Professional Standards for Educational Leaders (PSEL), the purpose of this plan is to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in high quality professional learning activities in order to remain current with their profession and effectively meet the needs of students. As a district we are committed to supporting learning experiences and growth within our organization.

PESL STANDARDS

FOR EDUCATORS IN NEW YORK STATE

Professional, Ethical, and Effective Practices for Student Learning

	1	COMMITMENT TO STUDENTS AND STUDENT LEARNING Recognize that all students can learn and have high expectations for their success. Act in the best interests of students.
	2	ETHICAL AND PROFESSIONAL CONDUCT Uphold the highest standards of integrity, honesty and fairness. Respect the rights and dignity of all members of the school community.
	3	CULTIVATING EQUITABLE AND INCLUSIVE LEARNING ENVIRONMENTS Create safe, supportive and inclusive learning environments that celebrate diversity and promote a sense of belonging.
	4	CULTIVATING LEARNING AND DEVELOPMENT Promote learning by connecting new information to students' prior knowledge, interests and lived experiences.
	5	ASSESSMENT FOR STUDENT LEARNING Use a variety of formative, diagnostic and summative assessments to monitor learning, inform instruction and support student growth.
	6	COLLABORATION AND COMMUNICATION Communicate effectively and collaborate with students, families, colleagues and community members to support student learning.
	7	FAMILY AND COMMUNITY ENGAGEMENT Partner with families and community members as active participants in the education process and respect their cultural wealth.
	8	PROFESSIONAL RESPONSIBILITIES AND CONFIDENTIALITY Fulfill professional responsibilities, maintain accurate records and protect confidential information.
	9	GROWTH, DEVELOPMENT AND CONTINUOUS IMPROVEMENT Engage in ongoing professional learning and reflect on practice to improve outcomes for each student.
	10	LEADERSHIP AND ADVOCACY Advocate for each student and take action to improve schools and the profession.

PESL Standards: Adopted by the New York State Board of Regents as part of the Professional Standards for Teachers and School Leaders.

Professional Learning Model

The district provides professional learning opportunities at the district, building, and individual levels to support continuous growth. These offerings ensure alignment with district goals while also addressing specific school needs and individual professional goals. This approach ensures that professional learning is relevant, meaningful, and directly connected to the daily work of educators.

District Level Professional Learning

District-wide professional learning is aligned to the district's vision, mission, and goals. Core opportunities include:

- New Teacher Orientation and support for new teachers.
- Superintendent Conference Days: Staff orientation, curriculum development, and in-service professional learning for all teachers, long-term substitutes, and teaching assistants.
- Committees: After-school groups (e.g., Multi-Tiered Systems of Support) addressing national, state, and district initiatives and best practices.
- Safety, Security, and Wellness: Required training (i.e. School Violence Prevention, DASA) for all professional and support staff.
- Additional Opportunities: Voluntary sessions offered before/during/after school, summer, or through coaching, targeting district, state, and national priorities.

Building Level Professional Learning

Building Level professional learning aligns district and building vision, mission and goals. Core opportunities include:

- Faculty Meetings: Held at least monthly, with participation required for all teachers, long-term substitutes, and teaching assistants.
- Department/Grade-Level Meetings: Held at least monthly, with required participation for all teachers, long-term substitutes, and teaching assistants.
- Turnkey Training: Content specialists and grade-level chairs provide training and resources to their teams as appropriate on an ongoing basis.

Individual Level Professional Learning

All educators, including but not limited to teachers, long-term substitutes, and teaching assistants, have access to individual and differentiated professional learning opportunities that align with district, building-wide, and personal development goals. Core opportunities include:

- On-Demand virtual learning through The Teaching Channel

- Peer-to-peer observation; Mentoring
- Access to instructional coaches (i.e. co-planning, co-teaching, learning walk opportunities)
- “Pop Up” professional development based on immediate needs
- Blending and/or asynchronous learning opportunities
- Self-assessment and reflection opportunities
- Data analysis of student benchmark assessments and exams

Expected Participation for Teachers and Leaders

Teachers and leaders can expect to participate in professional learning over the course of a school year for no less than thirty (30) hours.

Needs Analysis for Professional Learning Plan

A comprehensive review process was conducted using multiple data sources, including NYS Assessments, local benchmarks, ESSA Accountability data, graduation rates, district report cards, student performance metrics, teacher surveys, and instructional observations. This analysis involved a diverse group of participants such as district leadership, building teams, instructional coaches, teacher representatives, and support staff. Both quantitative and qualitative data were intentionally examined to provide a balanced understanding of district performance. While the review highlighted many areas of success, it also identified opportunities for improvement. The district views these findings as an essential part of the continuous improvement process, using data to inform decisions, strengthen instructional practices, and improve outcomes for all students.

English Language Arts NYS Assessment Trend Data

Grade	2021 ELA	2022 ELA	2023 ELA	2024 ELA	2025 ELA	2026 ELA
3	41%	31%	26%	37%	37%	29%
4	45%	38%	21%	28%	44%	30%
5	45%	18%	45%	31%	45%	29%
6	53%	45%	22%	47%	30%	39%
7	54%	43%	34%	23%	39%	26%
8	51%	67%	31%	41%	18%	56%
All	48%	40%	30%	35%	35%	33%

Mathematics NYS Assessment Trend Data

Grade	2021 Math	2022 Math	2023 Math	2024 Math	2025 Math	2026 Math
3	42%	38%	40%	45%	46%	48%
4	26%	34%	49%	43%	52%	56%
5	40%	19%	60%	26%	48%	45%
6	37%	57%	38%	50%	26%	42%
7	58%	33%	50%	36%	56%	47%
8	4%	43%	32%	48%	29%	67%
All	35%	37%	45%	41%	43%	49%

NYS Regents Assessment Trend Data

Regents Exam	2021	2022	2023	2024	2025	2026
ELA	94%	85%	85%	83%	81%	74%
Global	X	79%	66%	84%	61%	75%
US History	X	X	80%	68%	74%	76%
Algebra I	69%	84%	71%	72%	67%	69%
Algebra II	X	87%	88%	97%	94%	100%
Geometry	X	54%	63%	80%	60%	74%
Chemistry	X	77%	97%	86%	71%	68%
Earth Science	63%	69%	74%	63%	69%	X
Earth and Space Science	X	X	X	X	X	24%
Living Environment	100%	93%	83%	80%	X	X
Life Science Biology	X	X	X	X	71%	79%
Physics	X	88%	75%	100%	86%	X

Key findings from this process highlighted several areas for improvement and growth including:

Objectives

Based on the comprehensive needs assessment the following objectives have been identified to guide district improvement efforts:

Objective 1: Strengthen High-Quality Instruction

Strengthen educator capacity to deliver rigorous, evidence-based instruction that ensures every student has access to a guaranteed and viable curriculum aligned with New York State standards and district instructional frameworks.

Priority Areas:

- Implement a guaranteed and viable curriculum across UPK–12.
- Science of Reading and disciplinary literacy
- Mathematics reasoning and conceptual understanding
- High-quality instructional practices
- Instructional technology that enhances learning

Objective 2: Build a Responsive Multi-Tiered System of Supports

Develop a cohesive, data-informed Multi-Tiered System of Supports (MTSS) that provides timely academic, behavioral, and social-emotional support while ensuring equitable access and positive outcomes for all learners.

Priority Areas:

- Universal screening and progress monitoring
- Intervention design and implementation
- Data-based decision making
- Inclusive instructional practices

Objective 3: Foster Professional Excellence Through Continuous Learning

Cultivate a culture of continuous professional growth by providing sustained, job-embedded professional learning, instructional coaching, collaborative inquiry, mentoring, and leadership development that strengthens educator practice and collective efficacy.

Priority Areas

- Multi-tiered opportunities for professional development
- Professional Learning Communities
- Mentoring
- Leadership development
- Collaborative inquiry

Objective 4: Advance Meaningful Assessment and Communication of Learning

Develop balanced assessment and grading practices that accurately measure student learning, inform instructional decision-making, promote continuous improvement, and communicate student progress clearly to students and families.

Priority Areas

- Assessment systems aligned to NYS standards
- Standards-aligned grading
- Performance-based learning and assessment
- Data literacy
- Family communication

Objective 5: Prepare Students for Future Success

Design innovative learning experiences that develop the knowledge, skills, and dispositions students need to thrive as lifelong learners, engaged citizens, and productive contributors in college, careers, and an ever-changing world.

Priority Areas

- NY Inspires/Portrait of a Graduate competencies
- Work-based learning opportunities
- Communication and collaboration
- Critical thinking and problem solving
- Innovation and responsible use of technology

Evaluation

Evaluation is essential to determining the effectiveness of professional learning and ensuring that educator learning translates into improved student achievement. The purpose of evaluation is not to judge individual educators, but to use evidence to continuously improve professional learning and instructional practices across the district.

Williamson Central School District is committed to a **data-driven approach** to evaluating professional learning. Using the district's adopted **Data-Driven Protocol**, teams regularly analyze multiple sources of evidence to determine the impact of professional learning on instructional practice and student outcomes. This collaborative process helps identify strengths, monitor progress, and determine next steps for continuous improvement.

Evidence used to evaluate the impact of professional learning includes:

- Growth in student achievement data and learning outcomes.
- Changes in instructional practices observed in classrooms.
- Implementation and fidelity of newly learned strategies.
- Evidence from common assessments, formative assessments, and student work.
- Trends identified through district, building, and classroom data.

Evaluation results are used to refine future professional learning priorities, allocate resources strategically, and ensure that professional learning remains responsive to the needs of educators and students. By consistently following the district's Data-Driven Protocol, Williamson Central School District ensures that professional learning decisions are grounded in evidence and focused on improving teaching practices and increasing student achievement for all learners.

Professional Learning Planner

Professional learning activities and opportunities will be adjusted in real time or for the following school year in response to evaluation.

District Goal/Priority	Focus Area Statement	Key Action Steps
1. High-Quality Instruction	Williamson CSD will provide a guaranteed and viable curriculum through rigorous, standards-aligned instruction in every classroom, every day.	1. Align K–12 curriculum, instruction, and assessments with New York State and Next Generation Standards, incorporating best practices outlined in the NYSED Numeracy Briefs with Content Area Specialists. 2. Implement district instructional frameworks (Literacy, Mathematics, MTSS) 3. Implement new curriculum in grades 5-8 in ELA and grades 6-8 in Math.

		4. Strengthen Tier 1 core instruction through dedicated PD offered to support the recently adopted Math and ELA curriculum in grades K-8.
2. Curriculum & Assessment	Williamson CSD will provide a guaranteed and viable curriculum with aligned assessments that inform instruction.	1. Finalize curriculum scope and sequence documents and course syllabi. 2. Implement new curriculum in grades 5-8 in ELA and grades 6-8 in Math. 3. Implement common assessments, mClass DIBELS and mClass Math, as a universal screener, diagnostic and progress monitoring tool in grades K-8. 4. Introduce a data protocol and implement use across grade level and content area level PLC meetings. 5. Implement expanded learning opportunities informed by, but not limited to, the following focus areas: ● Portrait of Graduate Competencies ● Continuing Teacher and Leader Education (CTLE) opportunities ● Distance and asynchronous learning options
3. Student Achievement & MTSS	Williamson CSD will ensure every student receives timely academic and behavioral support based on data.	1. Provide for MTSS review of practices through the Tiered Fidelity Inventory (TFI) 2. Conduct quarterly meetings to assess response to recommendations from TFI. 3. Implement district MTSS processes with fidelity. 4. Use screening, diagnostic, progress monitoring, and mastery data to identify and support Tier 1-3 academic groupings. 5. Conduct 5-week intervention reviews. 6. Document interventions in Panorama.

4. Literacy Excellence	Williamson CSD will build confident readers, writers, speakers, and thinkers through coherent literacy instruction.	1. Continue to refine implementation of Being a Reader/Writer in grades K-4. 2. Introduce UFLI in grades K-2. 3. Introduce Amplify CKLA (5) and ELA (6-8), and secondary literacy expectations. 4. Increase independent reading and writing opportunities. 5. Use formative assessment to guide instruction. 6. Strengthen disciplinary literacy across content areas.
5. Mathematics Excellence	Williamson CSD will develop students' conceptual understanding, procedural fluency, reasoning, and problem solving.	1. Continue to implement and refine Math Expressions in grades K-5. 2. Implement Math Expressions in grade 6 and Amplify Math in grades 7-8. 3. Increase mathematical discourse across all grade levels. 4. Embed real-world problem solving in all grade level instruction. 5. Use formative assessment to guide instruction.
6. Future-Ready Learning	Williamson will prepare students with the knowledge, skills, and experiences needed for college, careers, and life.	1. Expand work-based learning in the High School through training of a WBL Instructor and program development. 2. Increase authentic performance tasks across K-12 as part of NY Inspires. 3. Strengthen Portrait of a Graduate competencies across K-12 content areas. 4. Integrate technology and AI responsibly.
7. Professional Learning	Williamson SCD will build educator capacity through collaborative, job-embedded professional learning.	1. Deliver district PD aligned to priorities. 2. Introduce Teaching Channel Platform as a medium for personalized PD opportunities. 3. Support PLCs and data driven dialogue through coaching. 4. Strengthen Tier 1 core instruction through dedicated PD offered to support the

		recently adopted Math and ELA curriculum in grades K-8. 5. Monitor implementation through feedback cycles.
8. Culture & Belonging	Williamson CSD will foster safe, inclusive learning environments where every student feels valued and connected.	1. Strengthen attendance initiatives. 2. Expand restorative practices. 3. Celebrate student growth. 4. Increase family educational opportunities.

Annual Professional Performance Review Plan (APPR)

Professional growth hinges upon expanding educators' content knowledge and the knowledge and skills necessary to honor the District's mission, which is to provide a learning community that inspires character, service, knowledge, and wisdom. Coaching and evaluation are supported by proven research practices on effective feedback, which is at the core of an effective evaluation system. Teacher development is directly linked to APPR with a focus on deconstructing highly effective teaching practices under the lens of the NYS teaching standards and teacher performance rubric.

New Teacher Development Program

The Williamson Central School District's New Teacher Program is defined by Board of Education policy as outlined below:

All new teachers at Williamson 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 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:

Purpose:

The Teacher Mentor Program is a collaborative initiative between the Williamson Central School District and the Williamson Faculty Association. It has been established to assist new teachers in making a successful transition to the District and assist teachers identified who are in need of instructional assistance. The intent is to promote excellence in education by maintaining the high quality of instruction delivered in our schools. The district must maintain documentation of mentoring activities. Items to be recorded: names and teacher certificate numbers of mentors and teachers served, type of mentoring activities, and the number of clock hours of mentoring provided to each new teacher.

Goals:

- To promote professional support and cooperation
- To provide training that leads to effective instructional and classroom management techniques
- To instill values, expectations, traditions and regulations of the organizations
- To reduce staff attrition in Williamson Central School and the profession by increasing effectiveness and commitment of new teachers

Beliefs:

- New teachers must be supported in order to meet the new standards and the high expectations of the Williamson Central School District
- Improving teacher performance is a joint task of the Administration and the WFA
- A firm foundation leads to future success
- We will be able to achieve the new standards if we have a program that fosters professional growth and development

Rationale:

- The number of new teachers will increase
- The standards and expectations for teachers and students will increase
- The desire to maintain a competitive edge in attracting highly qualified candidates
- The desire to maintain quality teachers within the District after the initial investment

Activities:

- The district will provide New Teacher Orientation

- The district will provide New Teacher Workshops throughout the year
- New teachers will engage in non-evaluative observations with their mentor teacher
- The district will provide New Teacher Rounds, which is an opportunity for new teachers to observe and learn from colleagues
- New teachers will participate in Fall and Spring check-in meetings with building administration. The Spring meeting will include goal setting for the following year
- New teachers will participate in a three week coaching cycle with either the social-emotional coach or the instruction coach.

Organizational Structure:

A Selection Committee is responsible for assigning mentors to mentees. The committee meets in July to determine assignments for new teachers and reconvenes as needed throughout the year. Membership includes both building-level and district-level administrators. In making assignments, the committee considers the needs of the new teacher as well as the qualifications of the mentor to ensure the best possible match.

Activity	Timeline	Approx. Time Allocation
Mentor applications available to teachers	May-June	N/A
Applications returned	End of June	N/A
Mentor workshop/training	August	2-4 hours
Mentors meet mentees	August	2-4 hours
New Teacher Orientation	August	Three full day (15-21 hours)
Ongoing New Teacher/Mentor Collaboration	Monthly	10-20 hours
Ongoing New Teacher Professional Development	Bi-Monthly	4-8 hours
Formative assessment of program	June	1-2 hours

Definition of Mentor:

A mentor is an experienced educator who models effective instructional practices, provides guidance and encouragement, and supports the professional growth of new teachers as well as to identified teachers seeking to strengthen their instructional practice. Preference is given but not limited to tenured teachers. Mentors foster professional growth by sharing knowledge of curriculum, instruction, classroom management, and school culture. They serve in a collaborative, non-evaluative, and advisory role, with the goal to assist – not assess – colleagues in their professional journey.

Role of the Teacher Mentor:

1. Assisting new teachers and identified teachers in strengthening instructional practice and making a successful transition into the district.
2. Meeting a minimum of two times per month with the mentee to provide guidance, encouragement, and professional support.
3. Observing the mentee a minimum of three (3) times per year, with opportunities for additional observations followed by constructive feedback to improve effectiveness.
4. Participate in New Teacher Orientation and mentor training to remain current in best mentoring practices.
5. Modeling professionalism, collegiality, and effective communication within the school community.
6. Facilitating the growth and development of the mentee by sharing knowledge of curriculum, instruction, classroom management, and school culture.
7. Collaborating with mentees to share ideas, problem solve, and promote effective teaching practices.
8. Document mentoring activities, feedback, and progress to ensure consistent support, reflection, and professional growth.
9. Attending check-in meetings with the new teacher and building administration to ensure consistent support and alignment as needed.

Criteria for Selecting Mentor Teachers:

Mentor teachers are selected based on their professional expertise, commitment to continuous learning, and willingness/capacity to guide, support, and collaborate with new teachers. Mentor assignments are made with priority given to aligning each mentor's strengths and experience with the specific needs and professional profile of the mentee. Selection criteria include:

1. Preparation for Mentorship
 - Mentor Training
 - Participation in New Teacher Orientation
 - Mentor Handbook articulating expectations and professional responsibilities

2. Professional Qualifications

- Holds professional certification in their teaching assignment.
- Demonstrates instructional excellence and effectiveness as a resource for new and identified teachers.
- Engages in and shows evidence of continued professional development.
- Knowledgeable about district and building-level systems, policies, and procedures.

3. Professional Standing

- Holds credible standing and respect among colleagues.
- Models professionalism, collaboration, and commitment to the school community.

4. Professional Dispositional

- Reflective practitioner with a growth mindset.
- Able to establish supportive networks and professional relationships.
- Approachable, collegial, and open-minded.

Together, these criteria help ensure that mentors are accomplished educators who are thoughtfully matched with mentees to provide meaningful guidance, support, and encouragement throughout the early stages of their professional journey.

Length of Service:

- Mentor/New Teacher relationship will be for one (1) year.
- Mentors may serve for two (2) years. Mentor's name will remain in the pool unless the Steering Committee or mentor decides otherwise.
- The District Office will maintain a file of mentors. Each spring the Selection Committee will reaffirm the availability of mentors and their willingness to participate as a mentor.
- Mentors will work with a maximum of two (2) new teachers (if possible).

Guidelines:

- Mentors will be advisors *not* evaluators.
- Mentors will be full time teachers.

Awarding CTLE Credit for Mentor Service

Mentor teachers serving in the District's formal mentoring program may be eligible to receive up to 30 CTLE hours for mentor service during each five-year registration period, consistent with NYSED regulations. CTLE credit will be awarded based on successful completion of mentoring responsibilities and participation in the District's mentoring program.

To qualify for CTLE credit, mentor teachers must:

- Be formally assigned as a mentor within the District's approved mentoring program for new teachers.
- Complete required mentor orientation, training, and/or professional learning activities.
- Participate consistently in mentor-mentee meetings and maintain regular communication with the assigned mentee.
- Provide instructional guidance, professional support, and opportunities for reflection aligned with the needs of the mentee.
- Engage in required mentoring activities, documentation, and program feedback processes.
- Complete the full mentoring commitment as defined by the District.

Role of the Building Principal

The building principal plays a critical role in supporting the success and professional growth of new teachers. Throughout the mentoring program, the principal fosters a welcoming and supportive environment by facilitating regular check-ins, providing timely feedback, and ensuring access to the resources needed for success.

Principals meet with new teachers periodically throughout the year to discuss progress, answer questions, and address emerging needs. They conduct classroom observations in accordance with district evaluation procedures and provide constructive feedback that promotes reflection and continuous improvement. Principals also collaborate with mentors to monitor each new teacher's progress, support goal setting, and ensure participation in required mentoring activities, including observations, professional learning, and mentor-mentee check-ins.

By maintaining open communication and providing ongoing guidance, building principals help new teachers develop instructional confidence, strengthen professional practice, and successfully integrate into the Williamson Central School District community.

Role of the New Teacher Orientation and Mentoring Program Coordinator

The New Teacher Orientation and Mentoring Program Coordinator is responsible for planning, coordinating, implementing, and monitoring the district's New Teacher Orientation and Mentoring Program. The coordinator ensures that each new teacher receives consistent support, meaningful professional learning, and opportunities to develop the knowledge and skills necessary for long-term success in Williamson Central School District.

The coordinator plans and facilitates the three-day New Teacher Orientation including Mentor Training, organizes bi-monthly professional learning sessions for new teachers, and conducts Highlights and Horizons check-ins throughout the school year to celebrate successes, identify

challenges, and provide individualized support. The coordinator also schedules and conducts announced classroom observations focused on professional growth and instructional development.

In collaboration with building principals and mentors, the coordinator monitors each participant's progress, supports the completion of mentoring activities, and provides guidance as needed. Responsibilities also include collecting and reviewing required program documentation, maintaining accurate program records, monitoring participation and completion of program requirements, and ensuring compliance with district and New York State mentoring expectations.

The coordinator continuously evaluates the effectiveness of the orientation and mentoring program through participant feedback, program outcomes, and collaboration with mentors and administrators. Information gathered is used to refine the program, strengthen supports for new teachers, and ensure the mentoring experience contributes to educator effectiveness and student success.

Evaluation of New Teacher Program:

- The district will administer a needs assessment annually to solicit feedback from new teachers and mentors.
- The needs assessment will align to the NYS mentor standards.
- The district will analyze the feedback provided to make appropriate adjustments to the new teacher program.

Timelines and Documentation

The mentoring program begins with an Orientation Session for all new teachers and mentors. During this session, participants will review the purpose of the mentoring program, annual expectations, the four-year learning pathway, timelines, and documentation requirements.

Throughout the year, mentors and new teachers will engage in regular meetings, classroom observations, professional conversations, and reflection. Documentation should capture the learning that occurs through these experiences, including meeting dates, observations, professional learning activities, goals, reflections, and agreed-upon next steps.

Mentors are responsible for maintaining accurate records of mentoring activities and verifying completion of required experiences. New teachers should actively participate in the documentation process by reflecting on their growth, maintaining their learning plan, and completing required activities throughout the year.

Building administrators will periodically review progress, provide support as needed, and verify completion of annual requirements. At the conclusion of each year, documentation will be reviewed to confirm successful completion of the year's learning plan and to establish goals for the following year.

Multi-Year New Teacher Learning Plan

New teachers are expected to follow a prescribed learning path for four years.

Year 1: Connections

FOCUS: Make connections with your mentor and your colleagues. Be thinking about how to want to contribute to the school community.

1. A minimum of 3 observations with your mentor
 - a. Observe your mentor. Meet with your mentor to discuss your observations.
 - b. Have your mentor observe you. Meet to discuss their observations.
 - c. You and your mentor observe a teacher together (TBD with building admin).
Meet with your mentor and the teacher to discuss observations.
2. Participate in a Fall and Spring check-in meeting with mentee and building administrator(s). Spring meetings should include goal setting for the following year around collaboration and professional growth.
3. Complete an introduction to the Teaching Channel professional learning platform.
4. Explore the Teaching Channel platform with your mentor aligned to your professional learning goals.
5. Participate in 5 workshops: Topics and dates will be shared with new teachers at the beginning of the year.

Year 2: Collaboration

FOCUS: To continue to connect with your colleagues to enhance your instructional practices.

- As requested by the building administrator, participate in a Fall and Spring check-in meeting with the building administrator. Spring meeting should include goal setting for the following year around collaboration, professional growth and involvement within the school (i.e. club advisor, health and wellness committee).
- Participate in a "Highlights and Horizons" meeting with Karen Hoody.
- Attend at least one professional learning session/series to inform your instructional and/or social emotional practices.

Year 3: Considerations for Contribution

FOCUS: Expand on ways to contribute to the overall school community - extracurricular activities, district/building committees, etc.

- Attend at least one professional learning session/series to inform your instructional and/or social emotional practices.

Year 4: Considerations for Awareness

FOCUS: Reflect on how your contributions will signal your long term commitment to the district.

- Attend at least one professional learning session/series to inform your instructional and social emotional practices.

*****See Attachment A for Mentee Checklist**

*****See Attachment B for Mentor Guide**

*****See Attachment C for Documentation**

Provisions for School Violence Prevention and Intervention Training

The Williamson 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.

In instructional settings, the Williamson 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 Belonging: Diversity, Equity and Inclusiveness

We live in a rapidly changing and interconnected world, a global community whose multiple parts are recognized as a whole. Students are expected to interact and collaborate routinely and effectively with people from across the planet, where different values shape culture and where language shapes human expression. When designing professional development opportunities, the Williamson Central School District recognizes the need to offer multiple perspectives, central to the development of what we teach and the instructional strategies

applied to subject matter. Today's classrooms are centers of cultural and linguistic diversity where global perspectives rein instructional design. Belonging is a central theme.

Provisions for Continuing Teacher and Leader Education CTLE

Note: This section doesn't apply to teachers who hold permanent certification.

Teachers with Professional Certificates must complete 100 hours of professional learning/CTLE every five (5) years in order to continue to hold certification and teach in New York state. Per SED "Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance."

Allowable Activities: All activities must be approved by the Williamson Central School District and be delivered by a NYS approved provider. All professional learning provided by the Williamson Central School District may count toward required CTLE hours.

Tracking Hours: Per SED, "CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English Language Learners, the sponsor's name, and any identifying number, attendance verification, and the date and location of the program."

CTLE documentation must be retained for a minimum of three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. CTLE certificates should not be submitted to the NYSED Office of Teaching Initiatives unless requested.

Provisions for Special Education and Diverse Learner Training

Williamson Central School District is committed to providing ongoing professional learning that equips all educators to effectively meet the diverse learning needs of students with disabilities. Professional learning opportunities will support the implementation of evidence-based instructional practices, inclusive educational environments, and compliance with federal and New York State special education requirements.

The district will provide annual and ongoing training for appropriate staff in areas that may include:

- Special education laws, regulations, and procedural requirements.

- Individualized Education Program (IEP) implementation and progress monitoring.
- Inclusive instructional practices, Universal Design for Learning (UDL), and differentiated instruction.
- Behavioral supports, de-escalation strategies, and positive behavior interventions and supports (PBIS).
- Co-teaching models and collaborative planning.
- Assistive technology and accessible instructional materials.
- Autism Spectrum Disorder (ASD) awareness and evidence-based instructional and behavioral practices, including strategies to support communication, social interaction, sensory needs, executive functioning, and student independence.
- Additional disability-specific training based on identified district and student needs.

Professional learning priorities will be informed by student achievement data, IEP implementation needs, program evaluations, changes in state or federal guidance, and input from administrators, instructional leaders, special education staff, and the Committee on Special Education (CSE). The district will evaluate the effectiveness of these learning opportunities through its Data-Driven Protocol, using evidence of implementation, instructional practice, and student outcomes to guide continuous improvement.

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.

The Williamson Central School District's teachers may utilize the expertise and training provided by the Regional Bilingual Education – Resource Network or other approved sponsors to fulfill these requirements.

The Williamson Central School District meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs. Should a waiver not be granted, all educators will be informed of the CTLE Language Acquisition Addressing the Needs of English Language Learners requirements (see chart).

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements

Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional Bilingual Extension Annotation	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent School Leader	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent English to Speakers of Other Languages	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Extension Annotation	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent certificate holders are NOT subject to CTLE requirements.	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent certificate holders are NOT subject to CTLE requirements.	N/A

***Exemption:** A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. For additional information, please see the [English Language Learner and Multilingual Learner Regulations & Compliance webpage](#).

School District: Williamson Central School District

BEDS Code: 651402040000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included teachers, one or more administrator(s), curriculum specialist(s), parent(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school District or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis.
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at:
<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>;
 - is articulated within and across grade levels;
 - is continuous and sustained; indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the District will participate; and reflects congruence between student and teacher needs and District goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers
 - provide teachers holding a professional certificate with opportunities for completing 100 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;

- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
- provide staff with training in school violence prevention and intervention;
- and provide professional development to all professional and supplementary school staff who work

with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). (The latest version of CR 100.2(dd) can be found at:

<http://www.p12.nysed.gov/part100/pages/1002.html>.)

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Print Name of Superintendent of Schools: E. Bridget Ashton

Original Signature of Superintendent of Schools: _____

Date: 08-12-2026

Adopted by the Board of Education on Date: _____

Attachment A**From Connections to Commitment: New Teacher Learning Plan**

Year 1 Learning Activity	Date Completed	Teacher/Mentor Initials Notes
Meet with assigned mentor to establish mentoring goals and expectations.		
Observe mentor (Observation #1)		
Meet with mentor to reflect on observation		
Mentor observes your instruction (Observation #2)		
Meet with mentor to reflect on observation		
Conduct a joint observation with mentor of another teacher (Observation #3)		
Debrief observation with mentor and observed teacher		
Participate in Fall Check-In Meeting		
Participate in Spring Check-In Meeting		
Develop professional growth goals for Year 2		
Attend New Teacher Workshop #1		
Attend New Teacher Workshop #2		
Attend New Teacher Workshop #3		

Attend New Teacher Workshop #4		
Attend New Teacher Workshop #5		

Final Reflection:

Return to Karen Hoody, Director of Curriculum, Instruction and Assessment by June 30, 20__.

Attachment B

Mentor Guide & Monthly Action Plan

The Mentor Guide is designed to support meaningful, ongoing conversations between mentors and new teachers throughout the school year. Rather than serving as a checklist for compliance, this guide provides a framework for reflection, coaching, and professional growth.

Use this guide to support monthly mentoring conversations throughout the school year. Each month's topics are intended to promote reflection, problem-solving, and professional growth and may be adjusted to meet the new teacher's needs. Rather than serving as a checklist for compliance, this guide provides a framework for reflection, coaching, and professional growth.

After each meeting, record any notes or next steps, then have both the mentor and mentee initial and date the page. The completed guide serves as documentation of the mentoring process and the new teacher's professional learning throughout the year.

August – Building the Foundation

Focus: Welcome, Orientation, and Classroom Readiness

- ☐ Meet to establish mentor/mentee goals and communication expectations
- ☐ Review school master schedule, procedures unique to your building and daily routines
- ☐ Review curriculum resources and instructional expectations
- ☐ Review classroom management and first-week plans
- ☐ Review emergency procedures and student safety
- ☐ IEP/504/ELL plans
- ☐ Explore available opportunities aligned to instructional goals in Teaching Channel platform.
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____

Mentee Initials: _____

Date: _____

September – Establishing Classroom Routines

Focus: Building Relationships and Instruction

- ☐ Reflect on the first month of school
- ☐ Discuss classroom management successes and challenges
- ☐ Review parent communication strategies
- ☐ Complete Mentor Observation #1
- ☐ Debrief observation and identify next steps
- ☐ Prepare for Open House or family events (if applicable)
- ☐ Develop a personalized professional learning plan using Teaching Channel resources.
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____

Mentee Initials: _____

Date: _____

October – Assessment & Instruction

Focus: Using Assessment to Improve Instruction

- ☐ Review formative assessment practices
- ☐ Discuss progress monitoring and grading

- ☐ Prepare for conferences/report cards
- ☐ Review teacher evaluation process and upcoming observations
- ☐ Continue professional goal reflection
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____ **Mentee Initials:** _____ **Date:** _____

November – Reflection & Growth

Focus: Strengthening Instruction

- ☐ Complete Mentor Observation #2
- ☐ Reflect on instructional strengths and areas for growth
- ☐ Review report cards and parent communication
- ☐ Discuss work-life balance and organization
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____ **Mentee Initials:** _____ **Date:** _____

December – Supporting All Learners

Focus: Student Engagement and MTSS

- ☐ Review differentiation strategies
- ☐ Discuss MTSS supports and student needs
- ☐ Reflect on semester accomplishments
- ☐ Revise professional goals as needed
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____

Mentee Initials: _____

Date: _____

January – Mid-Year Reflection

Focus: Continuous Improvement

- ☐ Review first-semester successes
- ☐ Discuss assessment data
- ☐ Complete Mentor Observation #3
- ☐ Review personalized professional learning plan using Teaching Channel resources
- ☐ Identify instructional focus for second semester
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____

Mentee Initials: _____

Date: _____

February – Collaboration

Focus: Learning from Colleagues

- ☐ Share instructional strategies
- ☐ Observe another teacher or instructional practice
- ☐ Reflect on professional learning
- ☐ Discuss student engagement strategies
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____

Mentee Initials: _____

Date: _____

March – Professional Growth

Focus: Expanding Professional Practice

- ☐ Review progress toward annual goals
- ☐ Discuss curriculum planning
- ☐ Reflect on instructional growth and opportunities for professional development
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____

Mentee Initials: _____

Date: _____

April - Looking Ahead

Focus: Planning for Continued Growth

- ☐ Complete Mentor Observation #4
- ☐ Reflect on student growth
- ☐ Discuss end-of-year planning
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____

Mentee Initials: _____

Date: _____

May - Reflection & Transition

Focus: Celebrating Growth

- ☐ Review end of year expectations
- ☐ Review accomplishments
- ☐ Self-assess personalized professional learning plan using Teaching Channel resources
- ☐ Reflect on mentoring experience
- ☐ Discuss summer professional learning
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____ Mentee Initials: _____ Date: _____

June – Celebration & Next Steps

Focus: Recognizing Growth

- ☐ Complete year-end reflection
- ☐ Celebrate accomplishments
- ☐ Review progress toward professional goals
- ☐ Complete annual mentoring documentation
- ☐ Other: _____

Reflection / Next Steps

Mentor Initials: _____ Mentee Initials: _____ Date: _____

Thank you for your commitment to learning, collaboration, and professional growth. Your partnership helps build a strong learning community and supports the success of every student.

Return to Karen Hoody, Director of Curriculum, Instruction and Assessment by June 30,

20__

Attachment C

Williamson CSD New Teacher Program

Teacher: _____

Building: _____

Mentor: _____

YEAR 1 - CONNECTIONS

Focus: Build strong relationships with your mentor, colleagues, and the Williamson school community.

Requirement	Mentor	Mentee	Admin	Date
☐ Mentor/Mentee Partnership Established	☐	☐	☐	_____
☐ Mentor & Mentee Check-In Form Completed	☐	☐		_____
☐ Fall Administrator Check-In		☐	☐	_____
☐ Spring Administrator Check-In		☐	☐	_____
☐ Year 2 Goals Developed	☐	☐	☐	_____
☐ Teaching Channel Account Activated	☐	☐		_____
☐ Workshop 1		☐		_____
☐ Workshop 2		☐		_____
☐ Workshop 3		☐		_____
☐ Workshop 4		☐		_____
☐ Workshop 5		☐		_____

YEAR 2 - COLLABORATION

Focus: Strengthen instructional practice through collaboration and professional learning.

Requirement	Teacher	Admin	Date
☐ Fall Check-In Meeting	☐	☐	_____
☐ Spring Check-In Meeting	☐	☐	_____
☐ Highlights & Horizons Meeting with Karen Hoody	☐		_____
☐ Professional Learning Session/Series Attended	☐		_____

YEAR 3 - CONSIDERATIONS FOR CONTRIBUTION

Focus: Expand contributions to the school community through leadership and service.

Requirement	Teacher	Admin	Date
☐ Professional Learning Session/Series Attended	☐		_____

YEAR 4 - CONSIDERATIONS FOR AWARENESS

Focus: Reflect on long-term commitment and support the growth of others.

Requirement	Teacher	Admin	Date
☐ Professional Learning Session/Series Attended	☐		_____
☐ Reflection on Long-Term Contributions Completed	☐	☐	_____