



**Professional Learning Plan
2026-2027**

West Seneca Central School District
Nurturing Our Full Potential

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2026-2027 Professional Learning Team Members

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Our Commitment to Professional Learning

West Seneca Central School District is committed to developing the knowledge, skills, and leadership capacity of every employee through a comprehensive system of professional learning. Guided by the District Strategic Plan, District Comprehensive Improvement Plan (DCIP), New York State standards, and district initiatives, professional learning serves as the foundation for continuous improvement, stronger professional practice, and improved outcomes for every student.

Professional Learning in West Seneca is:

- **Aligned** to district priorities and student needs.
- **Collaborative** and grounded in professional relationships.
- **Job-embedded** and connected to daily practice.
- **Continuous**, supporting growth throughout an employee's career.
- **Evidence-informed**, using multiple sources of data to guide improvement.
- **Focused** on impact, strengthening educator practice and student outcomes.

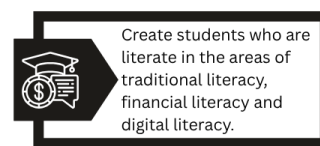
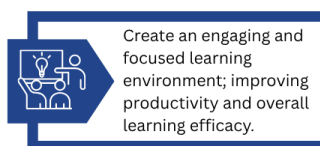
This commitment reflects the mission, vision, and strategic priorities of the West Seneca Central School District and serves as the foundation for all professional learning experiences.

West Seneca Strategic Plan

West Seneca Central School District believes professional learning is an ongoing, collaborative process that supports continuous growth for all staff and improved outcomes for students.



Strategic Plan to Build Future-Ready Students



Professional Learning in West Seneca

Professional learning is intentionally designed to support implementation of **West Seneca's Comprehensive Curriculum Framework**. Grounded in the *Skillful Teacher Framework* (Saphier, Haley-Speca, & Gower), the district's Professional Learning System provides a common instructional language that strengthens educator practice and builds collective capacity. Together, curriculum and professional learning create a coherent system focused on improving outcomes for every student.

Portrait of a West Seneca Employee Team Member

West Seneca educators embrace a culture of collaboration, continuous learning, and shared responsibility for student success. They engage in recurring cycles of collective inquiry and action research, using evidence to reflect on practice, strengthen instruction, and improve outcomes for every student.

Collective Teacher Efficacy

Collective Teacher Efficacy is the shared belief among educators that, through their collective knowledge, expertise, and actions, they can positively influence student learning and achievement. John Hattie's *Visible Learning* research identifies Collective Teacher Efficacy as one of the highest-impact influences on student achievement (Hattie, 2023).

Professional learning strengthens Collective Teacher Efficacy by creating structured opportunities for educators to collaborate within Professional Learning Communities, engage in ongoing professional learning, analyze evidence of student learning, and refine instructional practice in pursuit of continuous improvement.

A shift from an individual **"I"** mindset to a collective **"we"** mindset empowers educators to:

- Collaborate to identify and implement high-impact instructional practices
- Analyze student learning evidence to inform instructional decisions
- Engage in continuous reflection and improvement
- Make strategic adjustments that improve outcomes for every student

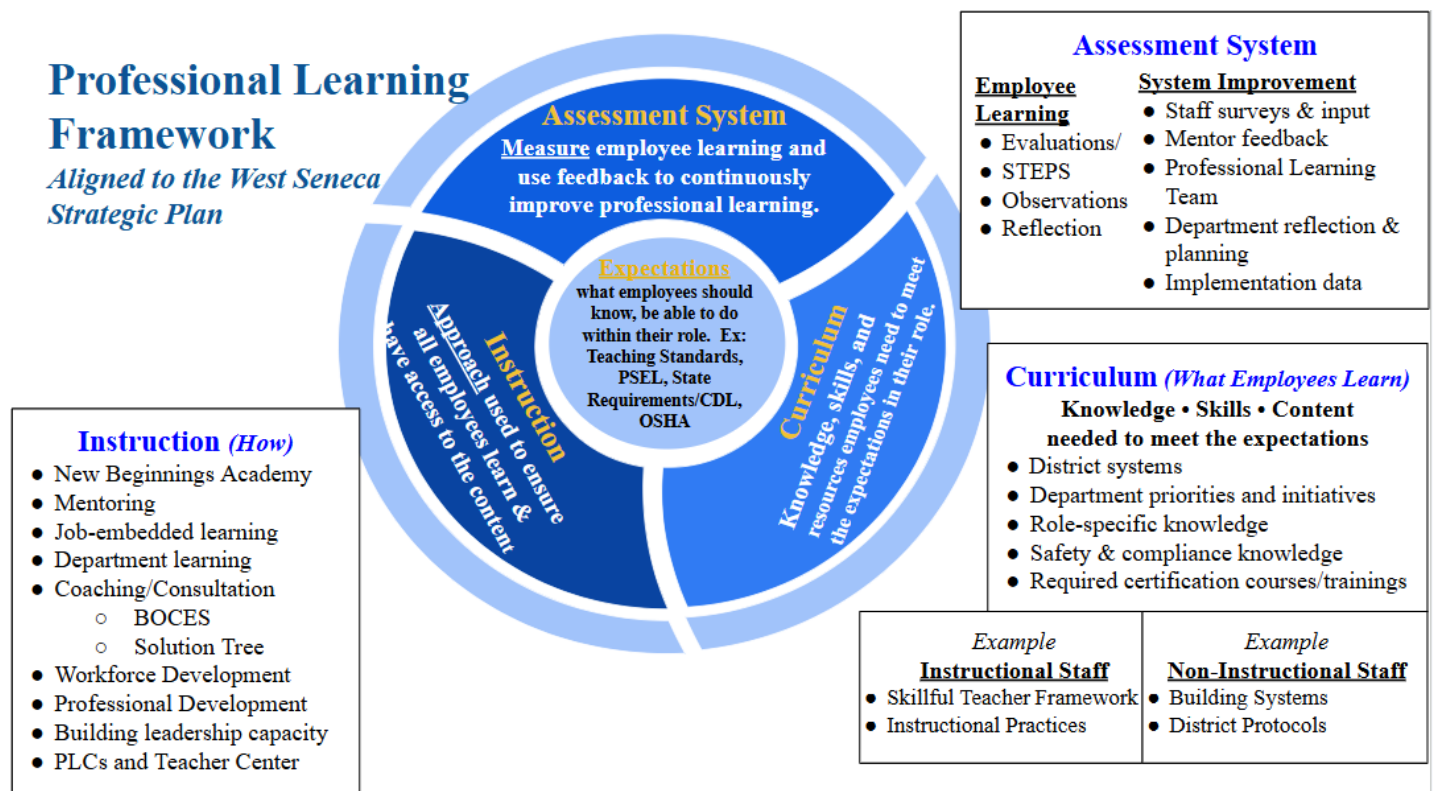
Together, these collaborative practices build a culture of shared responsibility in which every educator contributes to the success of every student.

Reference: Hattie, J. (2023). *Visible Learning: The Sequel*. Corwin.

Professional Learning Framework

West Seneca's Professional Learning Framework establishes a comprehensive system for adult learning that supports the growth and success of every employee. Through intentional planning, equitable access to learning, ongoing reflection, and continuous improvement, the framework ensures professional learning is aligned to district priorities, employee needs, and organizational goals.

The framework provides a shared structure for identifying learning needs, designing meaningful learning experiences, evaluating impact, and refining future opportunities. Together, these components create a sustainable professional learning system that fosters collaboration, builds professional capacity, and supports continuous employee growth across all roles.



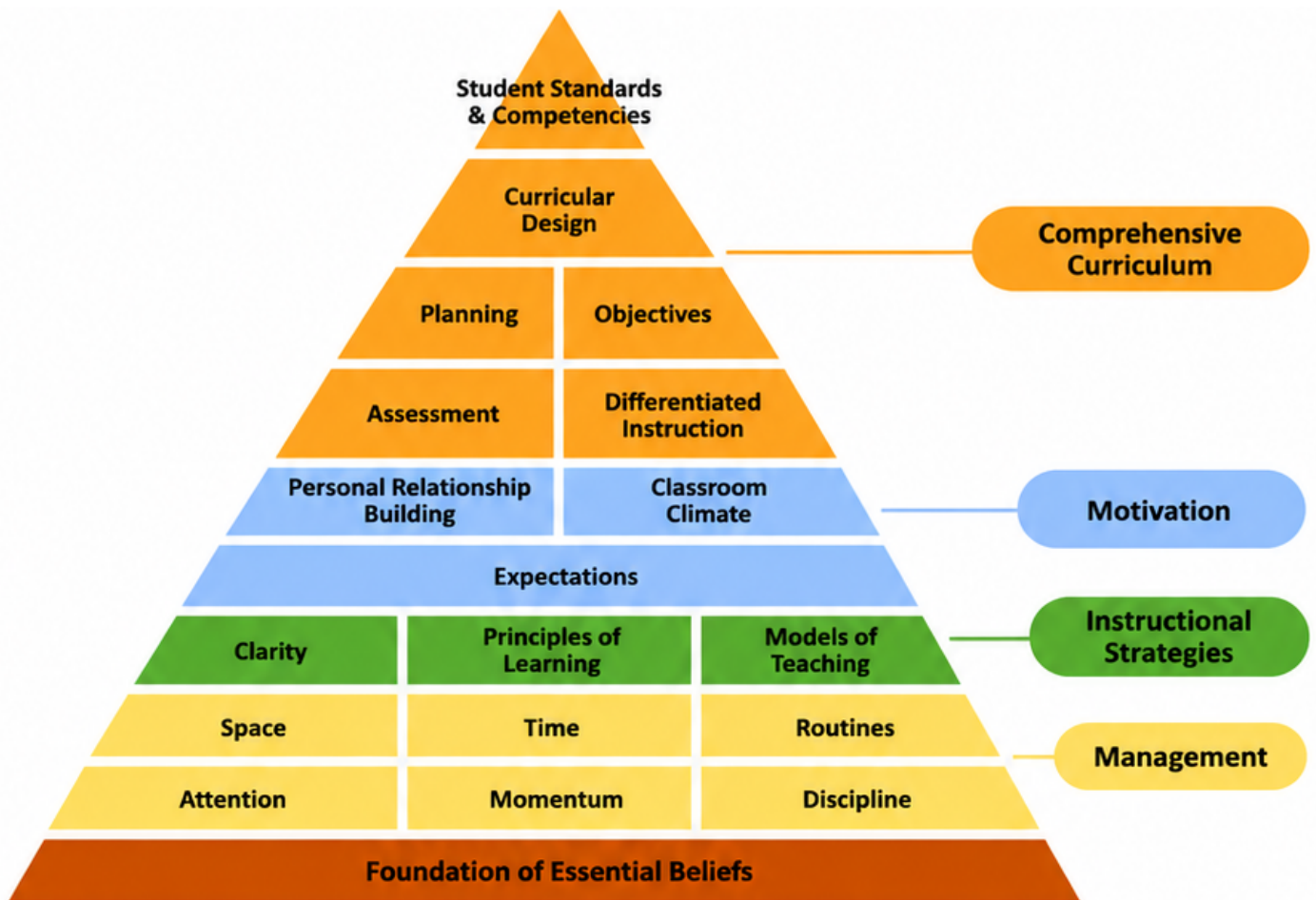
Critical Questions

1. What do we want our students and staff to know and be able to do?
2. How will we know if they learned it?
3. How will we respond when some students and staff have not learned it yet?
4. How will we extend the learning for students and staff who have demonstrated proficiency

Developing Educator Practice

West Seneca's Common Instructional Language for Teaching and Learning

To support implementation of the district's Comprehensive Curriculum Framework, **West Seneca's Professional Learning System** is organized around the Skillful Teacher Framework (Saphier, Haley-Speca, & Gower). This research-based instructional framework provides a common language for developing educator knowledge, strengthening instructional practice, and building the collaborative capacity needed to improve teaching and learning across the district.



Adapted from Saphier, J., Haley-Speca, M., & Gower, R. (2025). *The Skillful Teacher: Building Your Teaching Skills* (8th ed.). Research for Better Teaching.

New Beginnings Academy

The New Beginnings Academy is the district's comprehensive induction program for new certificated instructional staff and serves as the entry point into West Seneca's Professional Learning System. Through orientation, mentoring, collaborative learning, and ongoing learning, participants develop professional knowledge, build meaningful relationships, and successfully transition into the West Seneca community.



New Beginnings Mentor Program

The New Beginnings Mentor Program develops mentor leadership while fostering meaningful relationships, supporting new employee success, and strengthening a culture of continuous learning across West Seneca.

Program Purpose

The New Beginnings Mentor Program provides eligible new employees with individualized guidance and support throughout their induction and probationary period. Through mentoring, collaboration, reflection, and job-embedded learning, the program helps new employees successfully transition into the district, strengthen professional practice, and contribute to improved outcomes for every student.

Foundational Beliefs

Effective mentoring is a foundational leadership practice built on the belief that:

- Strong relationships create the foundation for professional growth.
- Mentors support, guide, and encourage rather than evaluate.
- Learning is strengthened through collaboration and reflection.
- Every mentor contributes to a culture of continuous improvement.

The New Beginnings Mentor Program serves as the foundation of a mentoring culture that will continue to grow and evolve across our district.

Leadership Through Mentoring

Mentors demonstrate leadership by:

- Building trusting relationships
- Listening with empathy
- Sharing expertise and resources
- Supporting professional reflection
- Encouraging continuous growth
- Strengthening a collaborative culture

Mentor Learning Continuum

The West Seneca Mentor Learning Continuum provides a structured pathway for mentor development. Each phase builds upon the previous one, strengthening mentoring practices, developing leadership capacity, and enhancing the experiences of new employees.

Phase	Learning Focus	Outcomes
Phase 1 Learn (<i>Mentor Foundations</i>) Introductory Session	<i>Building the Mentor Mindset</i>	Build a shared understanding of mentor identity, effective mentoring practices, and the knowledge and skills needed to support new employees. ✓ Required prior to mentor assignment
Phase 2 Apply (<i>Mentor Practice</i>) Job-embedded learning	<i>Applying Mentoring Practices</i>	Apply mentoring practices through authentic experiences using district resources, reflection, collaboration, and job-embedded learning. ✓ Required after mentor assignment
Phase 3 Lead (<i>Mentor Leadership</i>) Ongoing professional learning	<i>Leading Through Reflection & Growth</i>	Continue developing mentor leadership through collaboration, reflection, shared learning, and continuous improvement while contributing to the growth of the New Beginnings Mentor Program.

Sustaining Mentor Growth

Mentor learning is an ongoing professional commitment. Each year, mentors continue building their knowledge, skills, and leadership through authentic mentoring experiences, collaboration, reflection, and professional learning.

Current Program Scope (2026–2027)

The New Beginnings Mentor Program currently provides mentor learning and formal mentor assignments for eligible members of the West Seneca Teachers' Association (WSTA) and West Seneca School Administrators' Association (WSSAA) in accordance with district procedures and applicable agreements.

Professional Learning Opportunities

West Seneca provides multiple pathways for professional learning that support district priorities, strengthen educator practice, and improve student outcomes. Frontline Professional Growth serves as the central hub for registering for district-sponsored learning opportunities, while Professional Learning Communities and Paid CTLE opportunities provide additional pathways for continuous professional growth.

District Professional Learning

Register through **Frontline Professional Growth** for:

- District workshops and learning series
- West Seneca Teacher Center offerings
- Curriculum and instructional learning
- Out of District Conferences and Workshops
- Paid CTLE opportunities

➔ **Browse opportunities and catalogs in [Frontline Professional Growth](#)**

Professional Learning Communities (PLCs)

Collaborative learning experiences where staff engage in ongoing inquiry, reflection, and application to improve professional practice and student outcomes. ➔ [View PLC Opportunities & Resources](#)

CTLE Credit Opportunities

Professional learning opportunities that may be eligible for CTLE credit. Includes district-sponsored learning, approved external workshops, conferences, and other qualifying professional learning experiences. ➔ [View Paid CTLE Guidelines](#)

Measuring Professional Learning Impact

Professional learning will be evaluated and revised through multiple measures that assess both implementation and impact. Evidence may include:

- Participant feedback
- Student learning data
- Building and department goals
- Strategic Plan progress
- DCIP priorities

Professional learning is further informed by the New York State Teaching Standards, the Professional Standards for Educational Leaders (PSEL), and the West Seneca STEPS evaluation process.

New York State Teaching Standards

Standard 1	Knowledge of Students and Student Learning	Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
Standard 2	Knowledge of Content and Instructional Planning	Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
Standard 3	Instructional Practice	Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
Standard 4	Learning Environment	Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
Standard 5	Assessment for Student Learning	Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
Standard 6	Professional Responsibilities and Collaboration	Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
Standard 7	Professional Growth	Teachers set informed goals and strive for continuous professional growth.

Adapted from **New York State Education Department**. (2011). *New York State Teaching Standards*. Office of Higher Education.

Professional Standards for Educational Leaders (PSEL)

Standard 1	Mission, Vision, and Core Values	Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
Standard 2	Ethics and Professional Norms	Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
Standard 3	Equity and Cultural Responsiveness	Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
Standard 4	Curriculum, Instruction, and Assessment	Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
Standard 5	Community of Care and Support for Students	Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
Standard 6	Professional Capacity of School Personnel	Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
Standard 7	Professional Community for Teachers and Staff	Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
Standard 8	Meaningful Engagement of Families and Community	Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
Standard 9	Operations and Management	Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
Standard 10	School Improvement	Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Adapted from **National Policy Board for Educational Administration**. (2015). *Professional Standards for Educational Leaders (PSEL)*. Reston, VA: Author.

References

Hattie, J. (2023). *Visible Learning: The Sequel*. Corwin.

National Policy Board for Educational Administration. (2015). *Professional Standards for Educational Leaders*. Reston, VA: Author.

New York State Education Department. (2011). *New York State Teaching Standards*. Office of Higher Education.

Saphier, J., Haley-Speca, M., & Gower, R. (2025). *The Skillful Teacher: Building Your Teaching Skills* (8th ed.). Research for Better Teaching.

Appendix A

West Seneca Central School District Mission

We are an educational community that encourages kindness, inspires confidence, and instills the belief that together we can achieve anything.

We believe:

- All children have the right to equitable opportunities that promote and support intellectual, emotional, physical, and social growth.
- High expectations are the foundation to limitless learning.
- Responsibility for oneself leads to responsibility for one another.
- Education requires the commitment of students, staff, caregivers, the Board of Education, and the community.

Portrait of West Seneca Vision

- A focus on learning
- A collaborative culture
- A results orientation