

Professional Learning Plan

Haldane Central School District



HALDANE
CENTRAL SCHOOL
DISTRICT

September 2026-August 2029

Haldane Central School District
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Christine Jamin, Elementary School Principal
MaryAnn Seelke, Ed. D., Middle School Principal
Julia Sniffen, High School Principal
Tom Cunningham, Dean of Students/Athletic Director

Josh Elder, Director of Curriculum & Human Resources
Leah Horn, Director of Technology/CIO
Erin Piquet, Director of Pupil Personnel Services
Catherine Platt, Business Manager

Board of Education

Maggie Valentine, President
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Kelly Kilpert, ES Special Education Coordinator
Andrea Saunders, Literary Specialist
Dan McGroarty, Music Teacher/Coordinator
Kim McCollum, 6th Grade English Teacher
Tony Caldiero, PE Teacher, Department Chair

Amanda Cotchen, HS Guidance Counselor, Department Chair
Tom Virgadamo, 6th Grade Math Teacher
Jackie McGrath, HS Social Studies Teacher, Department Chair
Mark Patinella, HS Science Teacher, Department Chair
Andrea McCue, HS Special Education Teacher, Department Chair
Giannina Ortiz, HS Foreign Language Teacher, Department Chair
Lou Sassano, HS Math Teacher, Department Chair
Nancy Martinez-Cirelli, HS English Teacher, Department Chair



Introduction

The Haldane Central School District Professional Learning Plan (PLP) was initiated throughout the 2025-2026 school year in collaboration with members of the Haldane Curriculum Council. The purpose of the plan is to improve the quality of teaching and learning in the school district by creating alignment between the professional learning experiences in which our teachers engage, their practices in the classroom, and the needs of the students of the Haldane Central School District.

The District Professional Learning Committee intentionally developed this professional learning plan as a multi-year framework in recognition of the significant and evolving changes impacting both the educational and physical environments of the district. In particular, the recent release of the New York State Education Department's Portrait of a Graduate initiative, along with the anticipated future recommendations and guidance emerging from New York Inspires, have been carefully considered in shaping the priorities, goals, and long-term direction of professional learning across the district. The committee recognizes that these statewide initiatives signal a continued evolution in instructional practices, student competencies and assessment models. Simultaneously, the district is preparing for substantial physical renovations associated with the approved capital bond project, which will result in meaningful changes to instructional spaces, student programming, and operational structures over the coming years. Given the scope and interconnected nature of these transitions, the committee determined that the most coherent and strategic approach was to design and submit a comprehensive three-year professional learning plan that provides continuity, flexibility, and sustained support for faculty and staff as the district adapts to both the changing educational landscape and the modernization of its physical campus.

The PLP follows the suggested format outlined in The New York State Education Department Professional Learning Plan Guidance document. The committee also consulted the New York State Professional Development Standards (2009) and the school district's Strategic Coherence Plan in the development of the PLP.



While the plan outlines specific professional goals for faculty and staff, it is the process for continually reviewing student learning outcomes against the practices of staff that will guide the goal setting process. This process of continued review is considered a best practice and most readily meets the needs of students and staff.

Needs Assessment

A needs assessment was conducted to guide the development of the Professional Learning Plan. This needs assessment examined educators' previous experiences with professional learning, perceived areas of strength, and perceived areas in need of improvement.

The following themes emerged from the needs assessment:

- The needs of the faculty vary, making traditional before/after school professional learning sessions ideal for some, yet difficult for others. Embedded professional learning experiences during the regular work day are most effective for faculty.
- Professional learning which emphasizes cross-grade level and department work, as well as being applicable to the classroom setting, is preferred.
- Professional learning which emphasizes real world experience, relevant to local issues or context, is preferred.
- There is consensus among our faculty that having time to apply the strategies and skills that were being discussed was an essential component of the professional learning experiences.
- The faculty would prefer to have the opportunity to attend local, regional, state, and national offerings.
- The current After School Staff Development (ASSD) process is helpful, but faculty would like to see the catalog of offerings expanded.



Key Resources

The following resources served as a basis for the development of the Professional Learning Plan:

- The Haldane Central School District Strategic Coherence Plan
- New York State's Framework for Culturally Responsive and Sustaining Education
- NYSED Professional Learning Plan Guidance Document
- New York State's Portrait of a Graduate
- New York State Aspires
- New York State Blue Ribbon Commission on Graduation Measures
- Previous Haldane Professional Learning Plan
- Developing a Professional Learning System for Adults in Service of Student Learning (Aspen Learning)
- The Five W's of Quality Professional Development (Yaron, L., 2017)
- Annual Professional Performance Review Analysis

Haldane's Professional Learning Committee reviewed artifacts within each of these resources to guide and develop its plan for professional learning. Through these discussions the committee agreed that professional learning at Haldane should include elements which balance district-level goals, department and/or content area specific needs, pedagogical shifts, and individual interests.



Culturally Responsive and Sustaining Education

The Haldane Central School District is committed to providing professional learning opportunities that support culturally responsive teaching. As documented in the Framework (2018):

The [Culturally Responsive-Sustaining \(CR-S\) Education Framework](#) is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking. The framework was designed to support education stakeholders in developing and implementing policies that educate all students effectively and equitably, as well as provide appropriate support and services to promote positive student outcomes.

Additionally, the [New York State Portrait of a Graduate](#) places “culturally responsive” at the core of the portrait stating:

A New York State high school graduate who is culturally responsive builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness - demonstrating creativity, critical thinking, communication, reflection, and global awareness - will be prepared to learn, grow, innovate and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.



Haldane will continue to provide professional development opportunities that:

- Train and build the capacity of instructional leaders to support teachers in delivering instruction that is rigorous, student-centered, and promotes students as agents of positive social change.
- Provide opportunities for teachers and leaders to receive training on topics related to diversity, equity, and inclusion, such as critical self-reflection, disproportionality, anti-bias, developing racial literacy, combating racism and microaggressions.
- Disseminate existing, or develop new, self-assessment tools and resources for educators to assess and reflect on their implicit biases.
- Ensure schools have evidence-based training and planning time supportive for CR-S, including space for collaborative curriculum drafting, mapping, and aligning.
- Encourage teachers with strong CR-S practices and racial literacy skills to share their practices with other district teachers.

To accomplish these goals, Haldane will continue to provide the following professional development opportunities:

- After School Staff Development (ASSD)
 - Professional Articles
 - Book Studies
 - Sharing of Best Practices
- Putnam/Northern Westchester BOCES & other regional BOCES.
- Continued partnership with [Facing History and Ourselves](#) at the secondary level which includes:
 - Webinars



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- Workshops/Conferences
 - Curriculum Development
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- Continued partnership with Hudson Valley RBERN

Professional Learning Goals

Goal 1

Professional learning will be designed and implemented to support the development of curriculum that is aligned with NYS Standards for Learning, NYS Portrait of a Graduate and The Haldane Essentials.

Goal 2

Professional learning will be designed in a manner that allows educators to engage in department/content-specific learning, as well as individual interests relevant to their area of practice.

Goal 3

Professional learning will be designed and implemented to support educators in their implementation of culturally responsive and sustaining practices.

Methodology

The Haldane Central School District provides its teachers and school leaders substantial professional learning opportunities that are tailored to the needs of educators and are directly related to student learning outcomes.

In order to meet the diverse learning needs of the staff members of the Haldane Central School District, a wide variety of methodologies are used to provide professional learning



experiences. Staff members are encouraged to explore different learning means in order to facilitate their professional learning on a yearly basis. The following is a list of examples of different ways in which staff members access professional learning in the Haldane Central School District:

School Based Faculty Meetings
Regional Department Chair/Coordinator Conferences
Mentoring
Graduate Courses
Teacher visitations to other classrooms/schools
NYSUT courses
In-district consultants
After School Staff Development (ASSD)
Professional Learning Days (Superintendent Conference Days)
Individual Research and resource material distribution
Release periods/days
Summer workshops and curriculum development days
Infusion of professional learning into faculty, team, grade level and department meetings

Many different individuals and groups assist with the professional learning in Haldane. At times, professionals from outside the school district are contracted to provide professional learning to the staff members of the Haldane Central School District. The following is a list of potential service providers that will provide professional learning for the 2026 -2029 school years:

Altaris Consulting Group
Haldane Central School District Employees
Facing History
HV-RBERN
AP College Board
Lincoln Center
Lower Hudson Regional Information Center (LHRIC)
Midwest PBIS Network
NYS Middle Schools Association
NYSSMA
Panorama



Putnam/Northern Westchester BOCES
Rockland BOCES
Dutchess BOCES
Southern Westchester BOCES
NYSUT Catalog
NWEA
SORA
Rockland Teacher Center
Playworks
PBS
Get Some Joy
Cove Care
Hudson Valley Writers Project
GNR
AMTNYS
Texas Instruments

Evaluation

The spirit of the professional learning plan is to expand educator capacity as a means of increasing student engagement and achievement. As such, the following processes will be utilized to assess the effectiveness of the district's approach to professional learning:

- The teacher and principal evaluation process
- A review of student achievement results via MAPs and other standardized assessments
- Staff and student surveys
- Curriculum development and review
- District and school report cards



Continuing Teacher/Leader Effectiveness

Holders of professional teaching certificates, educational leadership certificates, and Level III teaching assistant certificates must complete 100 clock hours of acceptable CTLE during their registration period.

How many CTLE hours do I need to complete?

There is one CTLE requirement per educator, regardless of the number of certificates held that are subject to CTLE. Educators who are subject to CTLE and practice in an applicable school throughout their five-year registration period must complete 100 clock hours of acceptable CTLE.

Total number of CTLE hours for the registration period	No inactive periods during the registration period	Inactive during part of the registration period
Holds a Professional teacher or educational leader certificate or Teaching Assistant Level III certificate for the entire registration period	Complete 100 clock hours	Complete 20 clock hours for every year in which you were practicing in an applicable school
Originally held only Permanent certificate(s) and then obtains a subsequent Professional certificate during the registration period	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching Assistant Level III certificate	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching Assistant Level III certificate
Hold only Permanent certificate(s) for the entire registration period	Not subject to CTLE	Not subject to CTLE



Who is responsible for the record keeping and documentation of my CTLE hours?

Educators are responsible and must maintain personal records of completed CTLE hours, including the information listed below. Click [here](#) to access a personal record keeping form.

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

How long do I need to maintain the documentation of my CTLE hours?

The total number of years documents must be maintained by both educator and provider is 8 years.

Do I need to submit my CTLE documentation to NYSED?

Educators will not send documentation of their CTLE clock hours to the Department each year or for the re-registration process. However, CTLE documentation must be available upon request by the Department.

For all CTLE activities, educators should be able to provide a Completion of Approved CTLE Hour(s) Certificate form/approved CTLE certificate, or be able to generate a CTLE certificate with the information requested on the CTLE completion form.

Summaries of activities listed in professional learning management systems (i.e. Frontline) will not be accepted as documentation of CTLE clock hours at this time if the Department requests documentation.

What are acceptable CTLE activities?

Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the



professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- Content area(s) of the certificate(s) held;
- Pedagogy;
- Language Acquisition addressing the needs of English language learners.

The CTLE hours in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s). The CTLE language acquisition requirement is described [here](#).

University or College Course Credits:

Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an [approved CTLE sponsor](#) and awards CTLE clock hours for the courses.

In order to use college coursework for CTLE, ALL the following must be satisfied:

- The college must be an approved CTLE sponsor
- The course must be completed during your registration period
- The course must be in either the content area of your certificate, pedagogy, or language acquisition

The college must award CTLE hours for the course you take. If the college awards CTLE hours, they must provide you with a certificate of completion. We cannot accept a transcript. You will need to contact the college to find out if they award CTLE for the course you took.

For credit-bearing university or college courses, each semester-hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.



Mentoring and Coaching

The district provides a new teacher support program for first-year teachers and teachers who are new to their assignment. Administrators are also provided with on-site coaching support through their first year. A yearly mentoring plan for new teachers is developed the summer prior to the school year.

This plan is comprised of:

- A meeting in late summer to meet their mentor and learn about the district's mission and Strategic Coherence Plan. A schedule for monthly meetings and topics will be reviewed at this meeting.
- Monthly new teacher meetings with teacher leaders and district administrators.
- Routine meetings between the mentor and the mentee, as outlined in the district's New Teacher Mentoring Plan.

CTLE Hour award limits for Mentoring/Student Teaching: In the areas of your plan that address CTLE credit for Mentoring activities for mentors, the District/BOCES does not acknowledge the limits for such credit. Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school districts or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.



Conclusion

The professional learning plan outlines three key goals which will guide the development of professional learning experiences for educators:

Goal 1

Professional learning will be designed and implemented to support the development of curriculum that is aligned with NYS Standards for Learning, NYS Portrait of a Graduate & The Haldane Essentials.

Goal 2

Professional learning will be designed in a manner that allows educators to engage in department/content-specific learning, as well as individual interests relevant to their area of practice.

Goal 3

Professional learning will be designed and implemented to support educators in their implementation of culturally responsive and sustaining practices.

These goals will form the basis for planning and development of professional learning experiences in the beginning in the fall of 2026 through June of 2029.. It is anticipated that these goals will be reevaluated at the conclusion of each school year to determine if adjustments need to be made. Thus, this plan emphasizes the process of continuous review and reflection at the core of the professional learning process.

