



PROFESSIONAL LEARNING PLAN
2026 - 2029

B.O.E. Approved:

PREFACE

Our mission at the Lansingburgh Central School District is to provide for all students a safe and nurturing educational environment where high expectations, rigor, life-long learning, and civic responsibility are developed and encouraged. It recognizes that quality professional learning is essential to the continuous improvement of the educational process. The district has long demonstrated a commitment to connecting professional learning to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff.

PROFESSIONAL LEARNING PLANNING COMMITTEE

Mission of the Professional Learning Planning Team:

The mission of the Professional Learning Planning Team is to create a robust professional development program that prioritizes student learning and classroom practices. The goal is to cultivate a learning community within our schools that benefits not only students but also teachers, administrators, and all staff members.

Professional Learning Planning Team:

Rebecca McGrouty, Assistant Superintendent of School Improvement

Shaun Paolino, Director Of Pupil Personnel Services

Joe Otter, Director of School-Community Partnerships

Melanie O'Neill, Director of Instructional Technology

Alexandra Nelson, RPES Principal

Tiffany Wysocki, TES Principal

Carrie Phelan, KMS Principal

Matthew Vandervoort, LHS Principal

Mary Haydock, Teacher, RPES/LTA

Robert White, Teacher, RPES/LTA

Adam Gregoire, Teacher, RPES/LTA

Lori Filarecki, Teacher, TES/LTA

Maureen McLoughlin, Teacher, TES/LTA

Eileen Culliton, Teacher, LHS/LTA

Colleen Buff, Teacher, KMS/LTA

Lindsey Gibson, District TOSA for Instructional Technology

Jessica Dusenberry, Teacher, TES

Kelly Juliano, Teacher, RPES

The team has representation from each of the following constituent groups:

All four Lansingburgh CSD school buildings:

Lansingburgh High School

Knickerbacker Middle School

Rensselaer Park Elementary School

Turnpike Elementary School

Lansingburgh Teachers Association

Lansingburgh Administrators Association

Central Administration

DISTRICT PROFESSIONAL LEARNING INITIATIVES

Professional Learning Priorities for 2026-2029:

- ELA Implementation for Core Reading Curriculum, Arts and Letters
- Implementation of the MTSS Model for grades K-8
- Embedded support for Eureka Squared Math program in Grades K-6
- Implementation of i-Ready Passage Reading Fluency, and other phonological awareness and phonics screeners
- Implementation of UFLI as a Tier 2 or Tier 3 intervention for phonics and phonemic awareness K-5
- Continue Social-Emotional Learning Curriculum through Second Step Program
- Continued support in the implementation of the Next Generation Learning Standards K-12
- Develop and strengthen data analysis to drive more strategic planning and instruction K-12
- Professional learning opportunities to support special area teachers and Pupil Personnel Staff in their specialized areas
- Integration of technology to meet NYS K-12 Computer Science and Digital Fluency Standards PK-12
- Embedded professional learning in the form of coaching teachers in all subject areas
- Build leadership capacity by promoting staff-facilitated sessions in each building
- Provide mentoring and support to untenured teachers
- Provide mentoring and support to Year 1 Teaching Assistants
- Embedded coaching for Principals and Assistant Principals
- Building-specific Professional Learning Goals (See Appendices A-D)

The following resources are included in the identification of professional learning priorities:

- Goals set forth by the District
- Goals set for the individual buildings
- Data analysis including:
 - NYS Assessments
 - i-Ready Diagnostic Measure
 - Summative and Formative Assessments
 - School report cards
 - Teacher surveys
 - Evaluations of previous workshops
- Educator evaluation data
- Teacher Performance Assessments (TPAs) from newly hired teachers
- Anecdotal and informal feedback from staff, TOSAs, administration, staff
- Formal assessment of current and past professional learning programs

PROFESSIONAL LEARNING OPPORTUNITIES

Professional learning opportunities are made available to all teachers and staff members. Professional learning opportunities may be targeted for specific groups, teams, and schools. Teachers are invited and encouraged to participate in activities and identify additional opportunities to meet individual needs.

Lansingburgh Academy

- Lansingburgh Academy offers optional, after-school professional learning opportunities. These courses are designed by the Professional Learning Team and facilitated by Lansingburgh Central School District staff and other partners. The need for these courses is determined through surveys and evaluations. (See Appendix E).

Other Professional Learning Opportunities

- Embedded professional learning opportunities are available to support the implementation of instructional strategies consistent with the Next Generation Learning Standards and other NYS-mandated standards. (See Appendix A, B, C, D)

Questar III

- Annually, the district subscribes to a comprehensive array of professional learning opportunities, workshops, and conferences provided by Questar III BOCES. These offerings include embedded coaching services facilitated by the Office of School Improvement and Model Schools.

Conferences, Consultants, and Coaching

- Various organizations, such as CASDA, regional BOCES, the Office of Early Learning, colleges, universities, the NYS Education Department, the Greater Capital Region Teacher Center, private consultants, and more, offer conferences, consulting services, and coaching. Please refer to Appendices A, B, C, D for more details.
- **Job-Embedded Support:** Instructional coaches and curriculum specialists offer job-embedded support to teachers. Please refer to Appendices A, B, C, D for further information.
- **Annual Required Training:** As part of our commitment to staff development and compliance with federal, state, and district mandates, all employees are required to complete annual training modules through our online training platform, Vector Solutions. These trainings cover essential topics such as workplace safety, student welfare, data privacy, and professional conduct. The platform provides flexibility for staff to complete training at their own pace while ensuring consistency and accountability across the district.

Professional Learning Requests

Lansingburgh Central School District acknowledges the possibility of new needs emerging for professional growth and learning topics not initially planned for during the school year. To ensure alignment with district goals and vision, there is a structured process for proposing new professional learning opportunities. Please refer to Appendix F for more details on this process.

Professional Learning Request Procedures

For CTLE credit for professional learning, proposed outside of this professional learning plan, the professional learning offering must be approved through the District:

1. The person who is requesting the professional learning must complete an LCSD Professional Learning Proposal form through Frontline Professional Growth (Appendix F)
2. After the proposal is submitted on Frontline Professional Growth, the building principal will approve or deny the request. Their approval signifies that the Professional Learning being offered is aligned with the professional learning plan, directly relating to district and building goals.
3. In-service credit will only be awarded if the course is outside of contractual hours and fulfills a district or building goal that is not available through Lansingburgh Academy or offered by the District in any capacity
4. The proposal is submitted to the Assistant Superintendent of School Improvement, who will review that all appropriate approvals have been obtained and that the proposal is aligned with district goals.
5. It is the requestor's responsibility to ensure that they have attended and completed the professional learning, subsequently finalizing the professional learning in Frontline Professional Growth.
6. The Assistant Superintendent of School Improvement will finalize the form, ensuring credit is given, whether in the form of CTLE hours or in-service hours.

ELEMENTS OF THE PROFESSIONAL LEARNING PROGRAM

- Teachers with professional certification must adhere to New York State Education Department CTLE requirements, which include completing 100 hours of professional learning every 5 years.
- The 100 hours encompass various district-sponsored workshops such as those at Lansingburgh Academy, Superintendent's Conference Days, department and grade-level meetings, Teacher Center and CASDA courses, and other qualifying in-service credit activities approved by the Superintendent of Schools or their designee. Refer to Appendix H for more details.
- Within the 100 hours, certified teachers must also complete 15 hours of ENL (English as a New Language) credit within the same five-year period as mandated by NYSED requirements.
- Teaching Assistants possessing the Level III N.Y.S. Certification must maintain professional learning every five years for the certification to remain valid.
- All teachers are required to participate in a minimum of ten hours of professional learning annually through Superintendent's Conference Days and half-day sessions, as designated by the Superintendent.
- The Lansingburgh Teachers Association contract provides for the awarding of in-service credit leading to salary advancements, in groups of 15 clock hours, equivalent to one credit. After three credits have been accrued, salary advancement will be instituted. This applies to pre-approved in-service opportunities that occur outside the regular school workday and will follow the professional learning request procedures. In-service credit will be applied to salary in September and February only.
- Professional learning occurring within the contractual workday
 - Teachers who are approved to participate in professional learning occurring during the school day will receive credit toward their 100 hours.
- Each year, Professional Learning Programs designed by the district will be directly aligned to the specific and unique needs of the district and will consider student achievement indicators, needs of teachers, and instructional shifts.
- Teachers are responsible for maintaining records of their professional learning on Frontline Professional Growth and on a CTLE record-keeping form. They will maintain their CTLE certificates and provide copies to the district or NYSED upon request

PROFESSIONAL LEARNING PROGRAM EVALUATION

The district's professional learning program is assessed annually through various methods, including:

- Professional Learning Committee members conduct meetings at least once a year with staff to gather feedback on staff development needs.
- Evaluation forms specific to:
 1. Superintendent Conference Days
 2. Superintendent Conference Half-Days
 3. Contracted staff development
 4. Lansingburgh Academy
- Analysis of student achievement data to measure the impact of professional learning on student outcomes.
- Contracted evaluations for grant-funded programs to assess the effectiveness of such initiatives.
- Observation of teachers' knowledge and skills during informal walk-throughs and formal evaluations conducted by administrators.
- Collection of informal and anecdotal feedback from participants to gauge the overall effectiveness and impact of the professional learning programs.

PROFESSIONAL LEARNING PROGRAM FUNDING

The Professional Learning Program at Lansingburgh Central School District is sustained through various funding sources, ensuring the continuous enhancement of teacher development and instructional practices. The funding streams include:

- **Federal Entitlement Grants:**
 - Title IA
 - Title IIA
 - Title IIIA
 - Title IVA
- **State Funding:**
 - State-Funded UPK Grants
- **Various Competitive Grants:**
 - These grants provide additional financial support to the Professional Learning Program, facilitating the implementation of innovative initiatives and strategies to benefit educators and students alike.

LCSD TEACHER MENTOR PROGRAM

The New Teacher Mentoring Program at Lansingburgh Central School District endeavors to provide a robust foundation for the professional development of new teachers, guiding them toward achieving teaching excellence. This program is crafted to elevate instructional performance, ensuring that educators deliver impactful and effective lessons to their students. Moreover, the initiative aims to acclimate new teachers to the unique culture of the school, the overarching district ethos, and the close-knit community of Lansingburgh. By fostering a spirit of continuous learning and collaboration, the program not only supports the growth of individual teachers but also cultivates a culture where educators thrive collectively. Through the Teacher Mentor Program, teachers receive tailored guidance and unwavering support during their initial four years in the district, aligning closely with the core objectives of the New Teacher Mentoring Program.

MENTORING AND COACHING: COMPLEMENTARY SUPPORT FOR EDUCATOR DEVELOPMENT

Mentoring and coaching are distinct yet complementary approaches that support educators throughout their careers. Mentoring is a sustained, relationship-based support that fosters professional identity, belonging, and long-term growth. Beginning during educator preparation and continuing through induction and beyond, mentors support reflection, perspective-taking, and career development. This sustained support builds educator confidence, deepens purpose, and strengthens connections to students, colleagues, and communities.

Coaching is more focused and time-bound, supporting educators in refining instructional practice through collaborative goal setting, observation, and evidence-based feedback. Coaching helps educators build on their strengths, deepen their instructional repertoire, and make decisions that affirm students' racial, linguistic, and cultural identities as assets for learning. This creates inclusive, responsive learning environments.

Mentoring strengthens professional identity and retention, while coaching strengthens instructional practice and student learning. Together, these approaches foster a professional culture grounded in reflection, collaboration, shared responsibility, and continuous learning.

This integrated approach aligns with New York State priorities, including Culturally Responsive-Sustaining Education (CR-SE), Social-Emotional Learning (SEL), and Multi-Tiered Systems of Support-Integrated (MTSS-I), ensuring educators are supported in refining practice while advancing their careers in ways that honor and respond to their communities' strengths.

- Year 1 Mentoring:
 - Year 1 teachers will receive mentorship from selected teacher mentors, district curriculum specialists, consultants, and staff developers.
 - Mentoring includes monthly meetings, consultations, and additional activities as required by the administration or curriculum specialists.
 - Release time may be provided for professional workshops, conferences, and visitations upon approval by the administration.
- New Teacher Support Years 2-4:
 - Support may involve in-class modeling of instructional strategies, lesson planning, student management, professional learning opportunities, teacher collaboration, assessment guidance, and orientation to school policies and procedures.
- Teaching Assistant and Aide Coaching:
 - Coaching includes monthly meetings, consultations, and additional activities as required by the administration or curriculum specialists.
- Program Requirements:
 - All first-year teachers must complete the 15-hour "Mentoring for Success" program, participate in Lansingburgh Academy classes, and engage in additional mentoring activities as planned with new teacher mentors (Refer to Appendix G).
 - Probationary teachers and long-term substitutes must attend a minimum of 15 contact hours of professional learning each year up to Year 3, with Year 4 requiring 10 hours of Lansingburgh Academy courses.
- Orientation and Meetings:
 - First-year teachers attend a one-day, six-hour summer orientation and accrue the remaining nine hours during the school year through building-level New Teacher meetings.
 - Untenured teachers participate in quarterly meetings with the building principal, Assistant Superintendent of School Improvement, and building curriculum specialist to track progress, set goals, and receive mentorship from Curriculum Specialists for Year 2, 3, and 4 teachers.

APPENDICES

- A. [2026-2027 Lansingburgh High School Professional Learning Plan](#)
- B. [2026-2027 Knickerbacker Middle School Professional Learning Plan](#)
- C. [2026-2027 Rensselaer Park Elementary School Professional Learning Plan](#)
- D. [2026-2027 Turnpike Elementary School Professional Learning Plan](#)
- E. 2026-2027 Lansingburgh Academy Catalog - forthcoming
- F. [2026-2027 LCSD Professional Learning Request Form](#)
- G. [New Teacher Mentor Program](#)
- H. [NYSED CTLE Requirements](#)