The mission of the Oriskany Central School District is to educate, engage, and empower students to excel in an ever-changing world. We are committed to our tradition of personal attention, positive relationships, and an innovative climate for learning.

Oriskany Central School District



Professional Learning Plan 2025-2030

To be reviewed annually

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Year(s) Plan is in effective:	2025-2026, 2026-2027, 2027-2028, 2028-2029, 2029-2030

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Oriskany Central School District and ONEIDA-HERKIMER-MADISON BOCES will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy

Professional development at Oriskany Central School District is a vital component of our commitment to serving our educational community as their Essential Partner. We are committed to high quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district and buildings, as it progresses across grade levels (PreK-12) and when appropriate, is continuous and sustained.

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

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Research-based Professional Learning: Professional development is research based and provides educators with opportunities to analyze, apply, and engage in research.

4. Collaboration: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. Parent, Family, and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.

8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

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

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

Vision

"The mission of the Oriskany Central School District is to educate, engage, and empower students to excel in an ever-changing world. We are committed to our tradition of personal attention, positive relationships, and an innovative climate for learning."

In partnership with our community, Oriskany Central School District strives to provide a comprehensive education that balances high expectations with diverse opportunities. We inspire every student to achieve personal excellence through a culture of growth and responsibility.

Core Commitments

- **Engagement:** Delivering rigorous curricula that connect classroom learning to real-world experiences.
- **Wellness:** Supporting the whole child through a focus on health and safety.
- **Empowerment:** Building resilience and the courage to embrace new challenges.
- **Excellence:** Sustaining a workplace of knowledgeable, creative, and caring educators.
- **Responsibility:** Ensuring financial stability while prioritizing the educational needs of our students.
- **Global Citizenship:** Developing the skills and career-readiness required for an ever-changing world.

Professional Learning Planning Team

The Oriskany Central School District is a suburban school district serving approximately 600 students PK-12. We are a district focused on preparing students to excel in an ever-changing world. The Mission of the Oriskany Central School District is to Educate, Engage, and Empower students to excel in an ever-changing world. We are committed to our tradition of personal attention, positive relationships, and an innovative climate for learning. The highly dedicated and capable staff includes teachers, other professionals, and supplementary school personnel trained in current best practices.

All teachers and teaching assistants are expected to remain current in their knowledge of content, curriculum, and pedagogy. This Professional Learning Plan (PLP) describes: the goals of the district's PLP, the mentor program for improving student learning, and how this district will address the state mandate of professional development for all affected instructional staff.

Composition of Professional Learning Team - Curriculum Committee Members		
1	Commisso, Michelle	*Grade 6 Teacher*
2	LoCash, Garrett	*English 7-12*
3	Cuthbertson, Gregory	*Superintendent*
4	Kennedy, Andrew	*Jr./Sr. High Principal*
9	Gray, Heather	*1st Grade Teacher*
5	Mann, Teresa	*7-12 Science Teacher, NYS Master Teacher*
6	Mucurio, Catherine	*Director of Special Programs and Support Services*
7	Meiss, Thomas	*Elementary Principal*
8	Irwin, Karen	*Elementary Math Specialist, Instructional Leader*
9	Servadio, Jessica	*4th Grade Teacher*
10	Shepard, Taylor	*Science 7-12*
11	Jenks, Patty	*Math 7-12*
12	Zarnoch-Riley, Mary	*Writing Specialist*

Curriculum Review

Curriculum review for vertical and horizontal alignment with national, state and local standards is essential to ensure student achievement. Curriculum review will be an ongoing process, including a rotating schedule that will support the formal review of each content area every three years:

7/2025-6/2026: Math, LOTE, Social Emotional Learning, Special Education
7/2026-6/2027: ELA, Business, Computer Applications, Technology
7/2027-6/2028: Science, PE, Health, FACS
7/2028-6/2029: Social Studies, Social Emotional Learning, Special Education
7/2029-6/2030: Math, Art, Music, LOTE

Needs/Data Analysis

The Common Core Learning Standards, New York State Next Generation Learning Standards, and New York State Assessments provide the basis for defining desired student outcomes. These outcomes, reviewed on an annual basis, will drive the continuous professional development planning cycle. Information from the Oriskany Board of Education, district leadership team, teachers, teaching assistants, parents/guardians, area universities and colleges, and available professional research and literature will also be used to design appropriate professional development. A Professional Learning Team will annually assess this plan and ensure that areas of weakness are addressed. It will also work to prioritize district efforts based on the most current data. Congruence between student and teacher needs and district mission, goals, and objectives will determine plan priorities.

Student Learning Measures

- Student Learning Objectives
- School Report Card
- ESSA Accountability Measures
- Local Achievement Measures
- New York State Testing
- Curriculum Analysis
- Student Report Cards
- Classroom Behaviors and Performance
- Social Emotional Data Collection
- Special Education Data Collection, Analysis & Reporting (SEDCAR)

Curriculum Development Targets

- Content Area Expertise Development
- Technology Integration to Support Learning
- Continuous and Ongoing Curriculum Alignment Process
- Learner Focused Content Mapping

- Stronger Communication Tools Among All Stakeholders
- Integration of Artificial Intelligence (AI) Literacy

Teacher Mentoring Program

1. Teacher Mentoring Program: Mentoring is a process that facilitates instructional improvement wherein an experienced teacher provides assistance, support and recommendations to a first or second-year teacher. This process, developed by the Oriskany Central School District, will help to ensure that our classrooms are staffed with high-quality teachers. Volunteer, experienced teachers (mentors) will be assigned to assist first year instructional staff to help them improve their skills as a teacher. The Oriskany Central School District supports and encourages trust and respect among teachers, mentors, and administrators. The mentor will provide guidance and support to beginning teachers as they transition into the teaching profession.

2. Goals of the Mentoring Program
    a. Enhance the skills and professional well-being of all first and second year teachers including experienced teachers new to the district.
    b. Fulfill New York State and Oriskany Central School District standards and NYSED teacher certification regulations.
    c. Assist new teachers – help them understand district programs, initiatives and policies
    d. Facilitate their continuous professional growth that promote:
        i. Enhanced instructional effectiveness through sound classroom management.
        ii. Teaching strategies based on the New York State Standards, student assessment data, and the approved OCSD Curriculum.
        iii. The creation of appropriate learning and teaching opportunities for students and all beginning teachers.
        iv. Utilization of technology as a tool for teaching and learning.
        v. Transmittal of the teachers' professional culture in all areas of teaching, including social and emotional characteristics.
    e. A smooth and successful transition into teaching
    f. Enhanced retention of recently hired (first and second year) qualified teachers.
    g. Provide additional support for all third and fourth year instructional staff as a group to continue to enhance retention, professional growth, and reflection with a goal for tenured appointment.

3. Procedure for Mentor Selection and Operation
    a. All certified and tenured teachers will be offered the opportunity to be a mentor. Mentors must have a history of outstanding evaluations, a history of participating in staff development programs, and be willing to take on the responsibilities of mentoring.
    b. Criteria for the selection of mentors:
        i. Indication of a willingness to participate in this program

ii. A district rubric will be utilized that has been created in congruence with the NYS Mentor Standards

c. The Mentor Coordinator(s) will submit a list of recommended mentors to the Superintendent for Board of Education approval, on an as needed basis
d. Mentors may discontinue mentoring at any time, based upon approval of the Mentor Coordinator(s).
e. A teacher working with a mentor may request a change in mentors by submitting a written request to the Mentor Coordinator(s) for review and determination. The Mentor Coordinator will convene with the Superintendent to assign a new mentor.
f. The Mentor Coordinator(s) and Superintendent may reassign a mentor at any time during the school year, after meeting with the mentor and mentee.
g. It is the intention of the Oriskany Central School District to strive for program continuity when absences occur as a result of requirements to complete the mentoring program. Building principals will assure that Teacher Mentoring Process time is made available for mentors and beginning teachers to confer by providing classroom coverage at time agreed upon by the principal, the mentor, and the beginning teacher.
h. Participation as a teacher mentor shall not interfere with the right of the administration to evaluate the teaching performance of the teacher-intern or mentor.

4. <u>Notification and Assignment of Mentors</u>
    a. The Mentor Coordinator(s) and Superintendent will agree on, teacher-interns and mentors of the mentor and teacher-intern pairs.
    b. Assignment of a mentor will be at the beginning of each school year for instructional staff who are in the first year of teaching. The assignment of a mentor will occur following the hiring of a first year instructional staff member.
    c. Selection one year as a mentor does not guarantee selection as a mentor for subsequent years. Mentors may change based on identified goals, or strengths and weaknesses of the new instructional staff member or teacher-intern.

5. <u>Role of the Mentor</u>
    a. To support, encourage and train a beginning teacher. Data collected as a result of this process cannot be used for evaluation purposes.
    b. To set short-term and long-term goals; measure progress toward achievement of these goals by the beginning teacher.
    c. To teach beginning teachers professional skills required to grow in the profession and to provide demonstration lessons, if requested by the beginning teachers and/or administrator(s).

d. To promote continuous professional learning and reflection.
e. To provide opportunities for beginning teachers to observe, be observed, and provide feedback.
f. To be a positive role model.
g. To sponsor beginning teachers organizationally and professionally.
h. To provide emotional support and encouragement to the beginning teacher.
i. To be a resource for the beginning teacher.
j. To review OCSD policies, programs, building-level procedures and characteristics.
k. To listen and promote reflective practices through frequent, collaborative, and action-goal focused meetings together.
l. To support the new teacher in reaching his/her professional goals.
m. To participate in ongoing mentor training and mentor teacher workshops.
n. To be confidential.

6. Role of the Teacher-Intern
   a. Assuming responsibility for becoming a highly skilled professional practitioner.
   b. Meeting with a mentor on a regular basis.
   c. Attending training workshops as recommended by the mentor and/or the administration.
   d. Actively participating in various program activities.
   e. Observing lessons presented by the mentor and/or other teachers.
   f. Participate in informal observations by the mentor.
   g. Actively participating as a team member with their faculty and staff.

7. Preparation of Mentors
   Mentors will attend professional learning opportunities as deemed necessary by administrators.

8. Mentoring Activities for the Beginning Teacher
   a. Orienting the beginning teacher
   b. Sharing materials and resources
   c. Creating appropriate learning opportunities
   d. Planning and modeling instruction
   e. Frequent meetings to review the new teacher's progress
   f. Attending professional learning activities together
   g. Providing for classroom learning visitations - critical friend cycles
   h. Providing feedback regarding goals, strategies, assessment, and public relations

9. Suggested Time Allotted for Mentoring Activities will be carried out per NYSED Guidelines and in accordance with the requirements of the receipt of NYSED regulations.

10. Remuneration for the mentor teacher will be provided as per the Oriskany Teachers' Association Contract.

District Resources

Fiscal Resources

- District Budget
- Title IIa
- Grants

Staff Resources

- Curriculum Designers
- Content Specialists
- Exemplary Teachers
- Google Certified Level 1 and 2 Trainers
- Instructional Coaches
- Instructional Leaders
- Administrators

Providers

- Oriskany Central School District
- BOCES & Regional Information Centers
- Model Schools
- Teacher Center(s)
- Institutions of Higher Education
- NYSED
- Google Certified Level 1 and 2 Trainers

Community

- Community-based Organizations and Employers
- Parents & Students
- Regional and Local Area Businesses
- Institutions of Higher Education

Implementation Plan

Statement of Purpose

We believe that the purpose of professional learning at Oriskany Central School is to improve instruction, learning, growth, and achievement. Our plan is to increase access and attendance to professional learning for all instructional staff aligned to the professional learning plan, and to provide a minimum of 20 hours of professional learning annually for all instructional staff, including but not limited to:

- Set Common Goals for Faculty/Staff Professional Learning
- Develop High Levels of Expertise
- Collaborative Expertise – Faculty who Provide Professional Learning Earn Incentives
- Differentiate for Different Levels of Proficiency
- Develop Stronger Communication Tools
- Provide a Positive Learning Environment

Characteristics of Quality Professional Learning

We believe that quality professional learning includes the following characteristics:

- Common Goals for Professional Learning
- Culturally Responsive and Reflect the Needs of the Community
- Continuous and Embedded
- Research-Based Best Practices
- Collaborative Approaches to Instruction and Learning
- Supports District Curriculum Initiatives
- Focuses on Improving Academic Achievement and Growth for ALL students
- Flexible and Modified Regularly
- Supports Excellence and Risk Taking Among All Staff
- Focus on District, Building, and Individualized Professional Needs
- Models the Differentiation Expected for Students
- Encourages High Levels of Expectations
- Incorporated into Formal Evaluation and Accountability Procedures

Formal Avenues for Professional Learning

- Mandated training will be provided annually for all employees including Right to Know, Sexual Harassment, DASA, Child Abuse and Recognition, Data Privacy and Protection, and School Violence Prevention and Intervention or Workplace Violence.
- As needed, training will include a focus on students with exceptional needs, including students with Autism, English Language Learners, and Migrant Students
- New Instructional Employee Induction Program will be hosted in August annually for all new hires
- Fifteen (15) clock hours of in-service courses equivalent to 1 Graduate Hour, combined for a total of 3 Credits or combined units totaling fifteen (15) clock hours offered by the District after school (*as per OTA agreement)*
- In-service courses held after school, evenings, or during school vacations
- District level committee participation as an attending approved member equivalent to

the hours met as a collaborative membership as listed in My Learning Plan

- Professional Learning offered in the District during the school year
- Graduate Hours supported by salary increments (*as per OTA agreement)*
- District & Regional sponsored participation in the writing and updating of curriculum
- Teacher Improvement Plan (TIP) used to respond to the needs of developing and ineffective teachers as identified through the APPR process
- Instructional Leaders utilized as a Structure for Professional Learning Sessions
- Mentoring opportunities where teachers formally share expertise and knowledge regarding teaching and learning

The following pages will demonstrate the professional learning goals for the district. Each of the goals will have strategies, activities, and measurements provided. These will be listed in the district's online professional learning and CTLE management program of Frontline (formerly known as My Learning Plan).

The District Professional Development Committee will be responsible for the review and revision of this Professional Learning Plan (PLP). This will include accountability of the implementation of the PLP and the on-going review of the activities and measurements being implemented. A recommendation will be made to the Superintendent based upon this review and implementation.

Goal # 1: *Data Literacy*

- Audience: Administrators, Teachers, Teaching Assistants and School Leaders
- Targeted Student Population: All students of all demographics
- Average Hours Provided: Up to 10 hours annually

Strategy 1: Professional learning will be provided to align the appropriate standards and curriculum with tests and measures, test design, psychometrics, and statistical analysis.

Activities:

1. Oriskany Central School District will participate in local, regional, and statewide training, design, and scoring opportunities to provide professional learning related to assessment.

2. Oriskany Central School District will participate in local, regional and statewide horizontal and vertical alignment opportunities.

Measurement:

1. Instructional Staff will collect, share, and analyze student achievement data that reflects results of Professional learning dedicated to Strategy 1.

2. Instructional staff feedback using the NYSUT rubric for Standards 5-7 will be used by instructional staff for self-reflection and peer conversations.

3. Surveys will be used to measure the effectiveness of professional learning and/or training opportunities.

4. Review, evaluate, and update curriculum documents every two years by instructional staff.

Goal # 1: *Data Literacy - Continued*

- Audience: Administrators, Teachers, Teaching Assistants and School Leaders
- Targeted Student Population: All students of all demographics
- Average Hours Provided: up to 10 hours annually

Strategy 2: Instructional staff will use student performance data to design and implement effective instruction for all students and monitor its effectiveness.

Activities:

1. Instructional staff will receive training in:
    - Cognitive science
    - Assessment techniques
    - The use of software to collect, access, organize, and analyze data
    - The use of data to continually adjust instruction
    - Google Suite products aligned with NYS Ed Law 2-d Compliance

2. The district will establish procedures for and engage in regular review of student performance data.

Measurement:

1. Administrators will utilize the APPR tools to review how data is used to influence instruction and will address this during post-observation conferences with instructional staff.

2. Administration and the Professional Development Committee will review NYSTR Standards 1-7 to inform the development and implementation of professional learning activities.

3. The district, PK-12 committees, each school, and instructional staff will review and analyze the student performance data with a focus on growth and achievement.

4. The district will continue to utilize the PK-8 Literacy Audit and PK-12 Mathematics Audit to gather data about curriculum, assessments, and classroom best practices. The data will be used to craft an action plan with a focus on growth and achievement for all students.

5. The district will provide access to a RIC Technology Integration Specialist and Oriskany CSD Google Certified Level 1 and 2 Trainers.

Goal # 2: *Learner-Focused Instruction*

- Audience: Administrators, Teachers, All Teaching Assistants and School Leaders
- Targeted Student Population: All students of all demographics
- Average Hours Provided: up to 10 hours annually

Strategy: A whole-child focus will be developed and implemented to foster innovation, academic growth, and social emotional well-being for all students and instructional staff.

Activities:

1. District and School Leaders and Instructional staff will receive training in:
    - Instructional experiences that are consistent with cognitive science research and all appropriate learning standards.
    - Science of Reading protocols to integrate literacy elements into ***all content areas*** (Pre-K – 12).
    - Student empowerment (getting students to take responsibility and ownership of their own academic and personal growth).
    - Culturally responsive-sustaining instructional practices.
    - The instructional needs of students with disabilities, ELL/ENL, migrant.
    - School violence prevention and intervention, child abuse recognition, the needs of children with autism, and the Dignity for All Students Act.

2. Community partners will be established and utilized for embedded innovation and entrepreneur experiences for both students and staff.

3. Institutions of higher education will be solicited for guidance on effective transition and increased partnership opportunities.

Measurement:

1. The district, PK-12 committees, each school, and instructional staff will review and analyze the student performance and absenteeism data with a focus on growth and achievement.

2. Administrators will utilize the APPR tools to review instruction (including literacy integration in all content areas) and will address this during post-observation conferences.

3. Instructional staff surveys will be used to measure the effectiveness of Superintendent Conference Days and all Professional Learning Opportunities.

4. Administration and the Curriculum Committee will review NYSTR Standards 1-7 to inform the development and implementation of professional learning activities.

5. Examine current classroom instructional strategies and determine if any changes needed.

Goal # 3: *Support Social, Emotional and Physical Health and Wellness for all school community members*

- Audience: Administrators, Teachers, Teaching Assistants and School Leaders
- Targeted Student Population: All students of all demographics
- Average Hours Provided: up to 10 hours annually

Strategy 1: A Multi-Tiered System of Support (MTSS) system will be utilized PK-12 to monitor student learning, wellness and identify and attend to students not making adequate progress

Activities:

1. Clarify and implement consistent procedures for MTSS.

2. Utilize Building Instructional Support Teams (Building IST) in each school building to implement the Board of Education approved PK-12 Response to Intervention Plan.

3. Common benchmark assessments will be developed and implemented at each grade level and in each content area.

4. Formal Professional Learning will be provided to instructional staff on intervention procedures and data-related activities.

5. All interventions (Tiers 1-4) will be aligned with the NYSED submitted and Board of Education approved PK-12 Response to Intervention Plan.

Measurement:

1. Review multiple measures of MTSS data, student achievement records, and meeting records to determine the efficacy and consistency of MTSS procedures and implementation.

2. Administrators, Building ISTs, and Instructional Leaders will maintain, organize, and report on data related to MTSS in a confidential format accessible to all instructional staff. A procedure for individual instructional staff data input and compilation will be set by District IST and communicated in the Board of Education approved PK-12 Multi-Tiered System of Support Plan.

Strategy 2: Establish a district Health and Wellness Committee to promote overall health and wellness for staff and students.

Activities:

1. Health and Wellness activities using community resources
2. Staff and Student Wellness Challenges
3. Sudden Cardiac Arrest Training for Staff and Students
4. All faculty will be DASA trained

Measurement:

1. Vector and TEACH data that is used for professional certification and annual staff trainings.
2. Surveys from students and staff.