Wilson Central School District

Professional Learning Plan
& Continuing Teacher and Leader Education (CTLE)
2026-2027

Chief School Officer: Superintendent, Timothy P. Carter
Wilson Central School District

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Vision:

Be an excellent School District where all students master the standards set by New York State and Wilson Central School.

To this end, staff, parents, and the community will assist and support students in meeting their responsibilities to achieve mastery level performance.

Introduction	Professional Learning Committee
The New York State Education Department has mandated that each public school district in the state have a Professional Learning Plan to ensure that all teachers have the substantial opportunity for Professional Learning (CTLE) in order that they remain current with the profession and meet the learning needs of students and our community. The Wilson CSD Board of Education supports Professional Learning (CTLE) in policy and practice and recognizes its ultimate potential to empower students in the achievement of the New York State Learning Standards and the Next Generation Standards.	The Wilson CSD PLP Committee consists of: ● Superintendent of Schools ● School Administrators ● Teachers ● Parents ● Curriculum Specialist ● Higher Education

Purpose	Needs Analysis
The purpose of this Professional Learning Plan is to: ● Improve student outcomes by aligning staff growth directly with student academic achievement, social-emotional development, and district performance data. ● Build educator capacity by enhancing content knowledge, pedagogical skills, classroom management, and instructional leadership across all grade levels and disciplines. ● Fulfill state requirements by ensuring educators receive continuous, high-quality professional learning needed to maintain certification (such as earning Continuing Teacher and Leader Education / CTLE hours).	Throughout the school year, teachers and administrators will examine data from New York State Assessments, Regents Exams, and local measures to identify gaps in learning or deficiencies in instruction. They will also identify strengths on which to capitalize and promote as part of collaborative learning. In addition, staff will complete a Professional Learning Survey each year as a way of self-reflection regarding their needs.

STEPS
Wilson Central School District utilizes the New York State Standards-based Educator Evaluation and Professional Support System (STEPS) for teacher evaluation. The district's evaluation process is aligned with the New York State Teaching Standards and utilizes the Danielson Framework for Teaching (2022) to assess instructional practice and support continuous professional growth. The STEPS process includes classroom observations, meaningful feedback, and Professional Growth Projects (PGPs) that allow teachers to identify areas for growth, engage in targeted professional learning, apply new strategies in their classrooms, and reflect on the impact on student learning. Professional Growth Projects include a minimum of 20 hours of professional learning aligned with a teacher's certification area and professional responsibilities. Probationary teachers participate in an annual evaluation cycle consisting of a formal observation, an unannounced observation, and a Professional Growth Project. Tenured teachers participate in a two-year cycle alternating between classroom observations and a Professional Growth Project. Through these measures, STEPS connects evaluation with ongoing professional learning, collaboration, and reflective practices while supporting district instructional priorities, the Culturally Responsive-Sustaining Education Framework, and the New York State Portrait of a Graduate attritbutes.

Professional Learning Opportunities

The Wilson School District supports Professional Learning and recognizes its importance as we continue to strive toward higher standards for all students and the needs of our community. The work required in classrooms not only requires teachers to reflect on current practice, but also to investigate and practice new strategies. Research has shown that the most effective professional learning is data-driven, standards-based, continuous, contextual, and job-embedded.

Professional Learning (CTLE) opportunities shall include but are not limited to the following activities:

Opportunities	Topics
• Superintendent's Conference Days • District Professional Learning Opportunities • School Improvement Initiatives • Professional Learning Communities • Faculty Meetings • Teleconference Meetings • Department Meetings • BOCES Workshops	• Curriculum Mapping • NYS: NY Inspires; Portrait of a Graduate • Next Generation Learning Standards • NYS ELS, ILS, and HS Science Investigations • Co-teaching K-12 • Instructional Technology • Literacy and At-risk readers • MTSS & Expanding the Capacity of Academic Intervention Services • MTSS & Improving Response to Intervention Data Collection and Monitoring • MTSS & Improving Behavior Interventions and Support • The Science of Reading • Mental Health Education Literacy in Schools • Mental Health Supports and Services • Trauma Informed Instruction • District-wide Safety and Security • First Aid/CPR and AED

Expectation for Participation

All staff members are expected to attend mandated training and are encouraged to attend other professional learning opportunities (CTLE activities) as appropriate and approved by his/her supervisor.

Teachers required to complete the 100 hours of Professional Learning (CTLE) every five years as prescribed in Commissioner's Regulations 100.2 Part 80 are also expected to take advantage of the opportunities for additional hours provided by the District through Professional Learning Communities, after-school workshops as well as approved out-of-district workshops.

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

Alignment with New York State Standards, Assessments and Student Needs

Teachers, leaders, and other school personnel are expected to participate in professional learning aligned with New York teaching, leadership, and learning standards, assessments, student needs, adult learning theory, and current research in education including but not limited to linguistic, cultural diversity, special needs, and culturally appropriate and responsive practice (CR-S).

Alignment for the New York State Learning Standards will also involve vertical as well as horizontal alignment. Teachers will be encouraged to work across grade levels to make sure there are no gaps in student learning. Teachers will be expected to work within grade level teams and/or departments in order to make sure instruction is consistent and comparable from class to class.

Professional staff and supplementary school personnel who work with students with disabilities and/or English Language Learners will be encouraged to take advantage of workshops provided by BOCES and other organizations to improve their skills and knowledge in meeting the needs of the students.

Training in School Violence Prevention/Dignity for All Students Act

Newly certified teachers are required to complete two clock hours of coursework or training in school violence prevention and intervention in accordance with section 3004 of Education Law. Training in school violence prevention and intervention is available through registered teacher education programs at New York State colleges and universities, Coordinated School Health Network Centers located at certain BOCES, and other service providers approved by the State Education Department.

Effective December 31, 2013, all applicants for Certification are required to complete six clock hours of coursework or training in accordance with Article 2 Sections 10-18 of the Education Law. This training is available only from a provider approved by the New York State Education Department.

Mentoring

The intent of the Mentor Teacher Program is to provide new teachers with a systematic structure of support that helps them become familiar with the school/district, refine their practice, and better understand their professional responsibilities. The program is an integral part of a teacher's first year of teaching and is the beginning of a teacher's Professional Learning activities. Teachers are exposed to the common language of instruction for the Wilson Central School District.

For more information:

- NYSED Teacher and Leader Development: Mentoring Standards
  https://www.nysed.gov/teacher-leader-development/mentoring-standards

Sustainability

The Professional Development survey and other needs analysis will be the catalyst for ensuring sustainability of effective and on-going Professional Learning. Teacher evaluations and observations by administrators will address the effectiveness of Professional Learning (CTLE) for improving instruction and improving student achievement.

Accountability

Teachers with professional certification are responsible to complete 100 hours of Professional Learning every five (5) years. The State Education Department will ask that the certificate holder attest to his/her completion of the 100 hours prior to his/her re-registration. He/she will also be responsible to retain a record of the Continuing Teacher, Leader Education (CTLE) programs attended and the number of hours completed.

Certificate holders will:

1. Attest that they have completed 100 hours of required CTLE
2. Must retain records of completed CTLE
3. Must provide documentation if requested showing that they have complied with CTLE requirements.

The responsibility of the district to report completed CTLE activities relates to the status as a sponsor. As an approved sponsor, the anticipated plan is for the district to upload, through the online TEACH system, information related to CTLE programs and activities provided to certificate holders. This information shall include:

- participants
- number of hours provided
- the type of CTLE programs or activities provided

All approved sponsors will be required to provide those who attend CTLE activities with a certificate of completion for purposes of record-keeping, and is required by statute.

All participants of Professional Learning workshops (CTLE activities) are required to complete the post-conference form and may be asked to share or turn-key the content of the workshop. Participants may be surveyed to determine the usefulness of the information provided in the workshops.

Name of Providers to be included in Wilson CSD Professional Development Plan (CTLE)

For a full list of NYSED approved Continuing Teacher and Leader Education (CTLE) Sponsors:
https://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html

If you are a teacher of Speech and Language Disabilities for more information, please visit Find ASHA Approved CE Providers

Provider: (agency or consultant)	*Contact*	*Description*
District Provided CTLE Hours Provider #1661	716-751-9341	The Wilson CSD is an approved CTLE Provider through the NYSED and provides CTLE credit hours for its certified staff.
Orleans-Niagara BOCES	Mike Fisher - mlfisher@onboces.org Jen Talarico - jtalarico@onboces.org Carol Bush - cbush@onboces.org Melissa Lindner - mlindner@onboces.org	Staff Specialists at ON BOCES provide PD to our district as a component district.
Orleans-Niagara Teacher Center	Cheryl Herman - cherman@onboces.org	Providing professional development and technology training to educators for the benefit of student achievement.

Erie 1 BOCES	Steve Graser - sgraser@e1b.org	All Staff Specialists on staff who implement PD in the areas of Science, Social Studies, Math and ELA and other course areas.
West Regional Partnership Center	Lisa Earle - learle@e1b.org	Special Education specialists for providing support in Direct Explicit Instruction and IEP support training. Special Education consultants in the area of Autism awareness and strategies in the classroom.
NYSUT ELT	https://elt.nysut.org/	ELT offers a wide variety of professional learning opportunities, site-based and online, to meet the needs of NYSUT members, whether those needs are for professional growth or for certification purposes. As an approved CTLE provider, ELT's courses and seminars can be used toward CTLE hour fulfillment.
New York State Association for Computers and Technical Education (NYSCATE)	1-800-479-4830 https://www.nyscate.org/	Professional organization that provides information and workshops in regards to technology and its use in education and the world.
Cornell University	http://rccp.cornell.edu E-mail: ab358@cornell.edu	Integrated trauma-informed therapeutic crisis prevention and management system.
Kagan Workshops	https://www.kaganonline.com/index.php	Kagan develops and shares revolutionary instructional strategies proven to boost engagement and achievement.
edWeb.net	https://home.edweb.net/	edWeb.net is an award-winning professional learning network that makes it easy to collaborate, engage in peer-to-peer learning, and share innovative ideas and resources.
Sea Grant Project	https://seagrant.noaa.gov/	Sea Grant supports coastal marine and Great Lakes communities through research, extension and education.
SUNY Empire Learning Network	https://sunyempire.edu/academics/graduate-academics/continuing-teacher-leader-education.html	SUNY Empire is an approved CTLE provider and currently offers course sections at the undergraduate level that have been reviewed and approved for CTLE credit.
WNYNET	https://cet.buffalostate.edu/western-new-york-network-english-teachers	WNYNET is a not-for-profit, 501(c)(3) organization that connects 7-12 ELA teachers, teacher candidates, administrators, teacher educators, and other stakeholders to support the meaningful teaching of English language arts in the Buffalo-Niagara region.
New York Center for Teacher Development (NYCTD)	https://www.nyctd.org/	NYCTD provides engaging practical professional development graduate level, inservice and CTLE courses for K-12 teachers and staff. Our self-paced flexible course format offers a wide range of innovative current topics that can be directly integrated into your professional practices
NYSSMA, NYSBDA	https://www.nyssma.org/ https://nysbda.org/	Both organizations provide professional development opportunities for music teachers.

The Teaching Channel	https://www.teachingchannel.com/	Provides impactful and sustainable learning experiences for aspiring educators, classroom teachers, and education leaders that improve outcomes for students in school and beyond.
Professional Development Institute (PDI)	https://webteaching.com/IS.html	Graduate-level professional development and continuing ed for teachers.
Family & Consumer Science Organization of WNY	State- https://sites.google.com/view/nysafcse/home WNY- https://sites.google.com/view/westernnorth/home	Serves as a professional organization for FCS teachers across the state, including those in Western New York. This organization works to create a community, provide leadership, and support its members, who are FCS teachers
Math & Science University of Rochester -The Northeast Noyce Professional Learning Network	https://www.rochester.edu/warner/northeastnoyce/pl-opportunities/plc/	A **Professional Learning Community (PLC)** is a group of teachers who meet regularly to improve their teaching and help students succeed. Each PLC will focus on a specific topic or theme, such as a subject area or a teaching strategy. Members will take part in hands-on learning and work together in ways that connect directly to their jobs. The sessions will include examples of strong teaching and time for feedback and reflection.