



Professional Learning Plan

2024-2025

West Seneca Central School District Nurturing Our Full Potential

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.

Table of Contents

Professional Learning Plan Committee 1

Purpose and Goals 2

Strategies and Activities 4

Evaluation Standards for Professional Learning 6

Needs Analysis 8

Professional Learning Related to Curriculum , Instruction and Assessment Practices 9

Professional Learning Related to Culturally Responsive Education 10

Evaluating Professional Learning 11

Hours for Professional Learning for Leaders and Teachers 12

Methods and Approaches to Professional Learning 14

CTLE Requirements 15

CTLE Activities and Record Keeping 17

Professional Learning Plan Focus and Delivery 19

West Seneca Teachers' Center 22

New Teacher Academy 23

Why Mentoring? 24

Teacher Mentoring 25

Administrator Mentoring 26

Support Staff Mentoring 27

This plan was reviewed and updated by the WSCSD Professional Learning Team on: August 8, 2024

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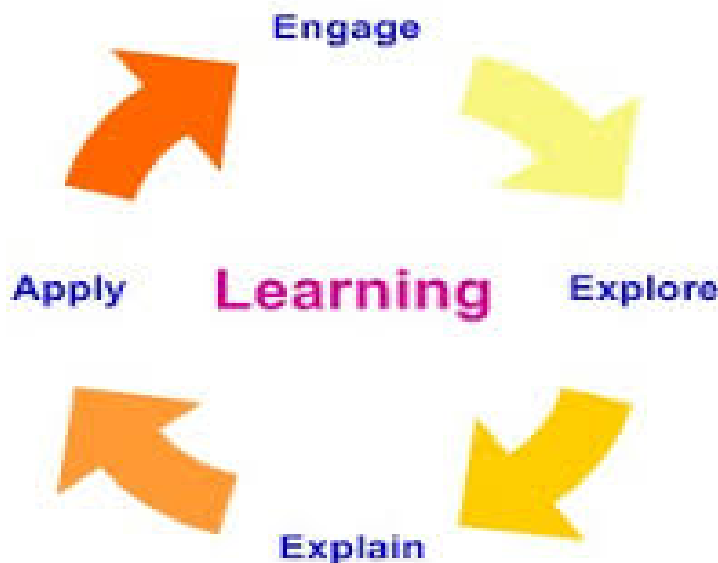
Purpose

The purpose of this plan is to improve the quality of teaching and learning by ensuring that all members of the West Seneca learning community participate in substantial professional learning in order to remain current within their profession and meet the learning needs of ALL students and staff.

This plan is based upon the following principles:

- Improve learning and achievement for ALL students and staff
- Provide a safe environment for ALL students and staff
- Improve teacher and staff effectiveness
- Maintain high standards for ALL teachers and staff
- Enhance the intellectual stimulation of ALL teachers and staff
- Promote continuous, relevant teacher and staff learning

The WSCSD Professional Learning Committee has designed the following plan to ensure that each staff member is provided with job-embedded opportunities for growth and participation leading to an improved quality job performance.



West Seneca Board Of Education Goals

Student Growth & Achievement The West Seneca Board of Education will continually analyze programming to ensure all students have access to a comprehensive, high-quality educational experience. All areas of the District will commit to a vision of high expectations for student achievement and quality instruction.	Fiscal Responsibility The West Seneca Board of Education will oversee a student-centered, responsible budget that maintains efficient facilities and provides adequate resources to support our academic goals while also reflecting the financial values of the community.	School and Community Engagement The West Seneca Board of Education will promote collaboration, celebration, and communication between the school and community for the purpose of gaining a deeper understanding of community values and nurturing positive partnerships.
Facilities Management The West Seneca Board of Education will continue to evaluate and oversee the enhancement of District facilities so as to ensure student access to a high-quality educational experience in a healthy, safe and secure environment.	Equity The West Seneca Board of Education will make necessary adjustments to school attendance zones and/or school configurations to promote equity throughout the District. Any decision(s) will be reached through a transparent process of information seeking that is substantive, inclusive of all stakeholders, and based on the goals of the District.	Nurturing Our Full Potential

Link to the [West Seneca Board of Education Goals and Information](#)



Professional Learning will:

Our professional learning program will build skills and capacities for improvement through comprehensive and ongoing professional learning activities which focus on the schools' and District's goals for improvement. Sound and practical professional learning programs are a link to establishing good instructional practices that enhance the knowledge of curriculum content and design.

- be grounded in knowledge and research about teaching and learning;
- provide opportunities to explore, question, and debate in order to integrate new ideas into classroom practice;
- provide a common language around best educational practices for collegial dialogue within and across disciplines;
- be accessible and inclusive to all staff and be seen as an integral part of daily practice;
- stimulate and support site-based initiatives;
- provide for sufficient time and follow-up support for staff to master new strategies;
- draw on the expertise of staff and take into account the differing degrees of experience present in school settings;
- ensure participation to remain current in the field;
- increase the likelihood that the learning needs of students are met;
- align with the DCIP and New York State Standards and Assessments;
- be job embedded, continuous, and sustained;
- be provided for each stage of the educator's career and at the appropriate levels: awareness, basic, advanced, and follow-up.

Professional Learning Activities

Action Research	Instructional Coaching
Assessment Scoring	iReady, iXL, MAP
Benchmark	Learning Walks
BOCES Workshops	Lesson Study/Instructional Rounds
Classroom observation by peers	Mentoring and Transitional Support
Collaborative Planning	New Teacher Orientation
Cross District Articulation by content and grade level	Out of District Conferences
Curriculum Writing	Professional Conferences
Data Analysis	Self-Evaluation/Self-Reflection
Department Meetings	Teacher Center Courses
District Grade-Level Meetings	Teaching an In-Service Course
District/School-Based Committees	DASA Training*
Graduate Courses	Superintendent's Conference Day*
In-Service Courses (in-district or out-of-district)	

*Cannot be used towards CTLE hours

West Seneca is devoted to providing teachers, administrators and parents with educational resources. As schools begin to implement the new NYS Standards, new instructional effectiveness measures, and data-driven instruction, we in West Seneca are also compelled to provide information about the changing instructional landscape and what we are doing to ensure college and career readiness for all students.

This multifaceted plan sets out to close the achievement gap through the implementation of common curricula and assessments that are aligned with the NYS Standards and a teacher/principal evaluation system aimed at supporting educator effectiveness.

Professional Learning

- ❖ focuses on data informed instruction
- ❖ aligns practices to the Next Generation Learning Standards
 - ❖ strengthens teacher leader effectiveness
- ❖ is informed by student outcome data (behavior, PBIS data, demographic data)
 - ❖ uses evaluation data for both teachers and leaders
- ❖ is successful when outcomes improve for all students
 - ❖ narrows achievement gaps among subgroups

All teachers, school leaders and staff are encouraged to actively participate in professional learning activities throughout their careers to enhance their skills and improve student and school performance. Research-based best practices are expected in all areas and alignment is achieved through careful study.

Relationship between professional learning and student results

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

This cycle works two ways: If educators are not achieving the results they want, they determine what changes in practice are needed and then what knowledge, skills, and dispositions are needed to make the desired changes. They then consider how to apply the standards so that they can engage in the learning needed to strengthen their practice.



SOURCE: Excerpt from Standards for Professional Learning: Quick Reference Guide (Learning Forward, 2014b, p. 2). Used with permission of Learning Forward, www.learningforward.org. All rights reserved. National Academies of Sciences, Engineering, and Medicine. 2015. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation. Washington, DC: The National Academies Press. <https://doi.org/10.17226/19401>.

Standards for Professional Learning			
<i>Professional learning that increases educator effectiveness and results for all students...</i>	Growth & Collaboration Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning.	Professional Capacity Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.	Leadership Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.
Professional Learning Approaches Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.	Utilizing Data Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.	Cultural Responsiveness Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.	Engagement Among Diverse Communities Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success.

NEW YORK STATE TEACHING STANDARDS

NYS Teaching Standards (2011) - [LINK](#)

The New York State (NYS) Teaching Standards, Elements and Performance Indicators provide a common foundation for important initiatives that aim to improve teaching and learning in New York State. Developed by the State Education Department with input from educators and adopted by the Board of Regents in 2011, the NYS Teaching Standards represent a broad area of knowledge and skills that research and best practices in the classroom have shown to be essential to effective teaching and to positively contribute to student learning and achievement.

Educational Leadership Standards

ISLLC-Interstate School Leaders Licensure Consortium - [LINK](#)

Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards organizes the functions that help define strong school leadership under six standards. These standards represent the broad, high-priority themes that educational leaders must address in order to promote the success of every student.

PSELs-Professional Standards for Educational Leaders - [LINK](#)

The PSELs communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leaders.

ISLLC/PSELs Crosswalk - [LINK](#)

What does the District use to decide the needs of the organization?

The **District Comprehensive Improvement Plan Committee (DCIP Plan)** has met with a variety of stakeholders to consider existing needs and determine next steps for the upcoming school year. A needs analysis offers an array of benefits to organizations such as the following:

- **Identify knowledge and skills gaps.** This is a proactive way to approach potential issues before they become actual problems. Being able to figure out the gaps in knowledge and skills before these gaps start creating real issues that can affect the organization.
- **Helps prepare training ahead of time.** Planning training ahead of time is crucial for an organization. A needs analysis helps an organization make informed decisions based on actual and accurate data.
- **Prioritize training needs.** Address the most urgent needs first, then the training that benefits the largest number of people, and finally, more specific need-based training.
- **Identify the individuals who need training and the type of training they need.** A training program will not be effective regardless of how good it is if it is not directed to the right individuals. Identifying the individuals who need further training and what training programs are appropriate to address their knowledge or skills gaps is an important part of the process.

The following goals have been identified as areas to build up strategies and resources that will lead to increased student achievement at our schools.

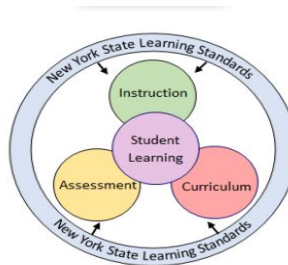
Goals	How will this be accomplished?	
Student Engagement	-Data Days -Engagement Forums -Goal Setting -Learning Targets -Exit Tickets -Checks for Understanding	Creating a data informed culture Higher engagement and expectations lead to higher levels of achievement.
Family Engagement	-On My Way to K -District Wide Curriculum Showcase -District Parent Forums -Data Days -Engagement Forums	Engaging adults in school and community settings play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions; properly empowering them is essential. Our goal is to ensure that every child experiences a true sense of belonging, feels safe, respected, and supported.
Decisions aligned to “Nurturing Our Full Potential”	-District Attendance Policy -Shared Decision Making Teams - Culturally Responsive & Sustaining Education	District Mission Statement & Priorities

Link to the [2024-2025 DCIP Plan](#)

Strengthen Curriculum, Instruction and Assessment Practices

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.



CURRICULUM, INSTRUCTION, AND ASSESSMENT PRACTICES...

- support the learning of critical knowledge and process skills in content and social-emotional learning;
 - prepare students to participate fully in a democratic society;
 - engage and support culturally responsive teaching practices;
- ensure all students graduate with critical thinking skills, knowledge, and attitudes needed to pursue a productive and satisfying life.

ACTION STEPS

1. Utilize a comprehensive curriculum review process to ensure all students are equipped with the resources they need to achieve success with essential learning standards.
2. Implement a comprehensive K-12 assessment system to monitor the progress of student learning.
3. Implement data informed practices to align and improve curriculum, instruction, and assessment to meet the academic, social/emotional, and cultural needs of our students.
4. Implement a [District Curriculum Council](#) for the continual improvement of educational programming.

LINKS TO SPECIFIC DEPARTMENT GOALS (Work in progress)

Below are links to department goals.

Please note: These are living documents and are not intended to be printed.

[Art](#)
[CTE](#)
[ELA](#)

[Libraries](#)
[Math](#)
[Music](#)

[Science](#)
[Social Studies](#)
[World Languages](#)

Equitable Outcomes for All

We remove barriers to ensure all students have access and opportunities they need to reach their potential. As a district, our mission is to disrupt, dismantle and eliminate disproportionality by building the capacity of educators to implement Culturally Responsive Equity-Based Systems that meet the needs of all students and families.



WHY: *Importance of the Work*

- To address the desire to adapt
- To incorporate culturally responsive education into beliefs, policies and practices system-wide
- To develop a systems thinking approach to resolving root causes
- To embrace differences in the rejection of a deficit model
- To ensure equitable outcomes for all students in school, home and community

HOW: *Principles of Practice*

- Equip staff with the tools they need to build capacity and be successful with consideration to the diversity of cultures represented in NYS
- Create opportunities that foster culturally responsive education within the building initiatives and committees, the entire school culture and being open to change
- To role-model and feel confident discussing bias objectively and understanding how student differences impact their learning (*SEL and academic*)
- Expand models that will help students genuinely feel accepted and understood in the school environment

How Will Professional Learning Be Evaluated?

Evaluation practices are aligned to the performance indicators listed as part of Standard 10 of the NYS Professional learning Standards.

Classroom instruction and teacher practice will be improved as a result of professional learning activities aligned to:

- New York State Learning Standards
- New York State Professional Learning Standards
- New York State Teaching Standards

The Professional Learning Team will analyze student data and information and adjust learning activities accordingly.

Some examples of student data and sources of information include, but are not limited to:

- School/District Report Card Information
- Assessment results (Formative and Summative)
- Demographic factors
- Examples of student work
- Trend data from various data-points
- Workshop evaluations and Needs Assessment Surveys
- Study Team Research Findings and Scholarly Research

The Assistant Superintendent of Educational Operations will present the evaluation of the Professional Learning Plan to the Board of Education as part of the annual review process.

How Many Hours are available for Professional Learning for Leaders and Teachers?

Professional Learning: Hour Requirements

New York State requires all professional certificated staff to successfully complete 100 hours of Professional learning over 5 years. Pursuant to the Regulations of the Commissioner of Education, our West Seneca Professional Learning Plan will provide:

- ♦ 10 contractual hours allocated to professional activities in each building (ex. Faculty Meetings)
- ♦ An option of 30 hours of district approved, self-selected, professional learning (ARO)

District Sponsored BOCES Workshop (Building Principal or Department Director has asked you to attend):

Employees follow building procedures for entering an absence in Red Rover (code- District Service) and securing a substitute (if necessary). Employee signs sign-in sheet at the training. Employees are credited with ARO and/or CTLE based on the sign-in sheet.

Employee would like to sign up for a workshop on their own:

Discuss the conference with your building principal and/or director first to ensure you have their support, to establish who/how many participants are able to attend, and to establish goals for workshop attendance as well as expectations for implementation/sharing upon conference completion. Employee completes the appropriate Conference Request Form in [WinCAP web](#).

Employees follow building procedures for entering absence in Red Rover (code- District Service) and securing a substitute (if necessary). The Business Office will send out invoices from BOCES to attendees to verify attendance. A [Conference Evaluation/Summary Form](#) **MUST** be completed within five working days after the last day of a conference. Simply click on the hyperlink above to complete and submit your form electronically. Your completed form will be forwarded to your Building Principal and Staff Development. **No credit will be applied until the form is submitted.**

Conferences:

Discuss the conference with your building principal and/or director first to ensure you have their support, to establish who/how many participants are able to attend, and to establish goals for conference attendance as well as expectations for implementation/sharing upon conference completion.

Complete the appropriate Conference Request Form in [WinCAP web](#):

- Submit at least 15 school days before the conference which does not require travel or hotel reservations.
- Submit at least 30 school days before the conference for which travel and/or hotel reservations are required.
- Submit at least 45 school days before the conference out of state for which travel and/or hotel reservations are required
- **Please note:** If you do not select the proper form, your request will be disapproved and you will need to start the request all over again on the correct form. We are not able to change the form once requests are submitted.

Conferences are approved by the following:

- Teachers- Director of Professional Development/Assistant Superintendent of Educational Operations
- PPS- Director of PPS/Assistant Superintendent of Exceptional Education
- Special Education- Director of Special Education/Assistant Superintendent of Exceptional Education
- Administrators- Assistant Superintendents for Educational & Exceptional Operations

Budget code for conferences in most cases is AB-2060-475-048. Some conferences are paid for through Grant funds and those conferences would have a different code.

AFTER approval for a conference is received, the conference attendee pays conference related expenses (please note, expenses are not reimbursed until after the conference is complete). In most cases, conference attendee pays all expenses up front and then is reimbursed after submitting the Travel Expense Report Form. For conferences where there are multiple attendees, PO's can possibly be generated for registration and/or hotel expenses. Employees follow building procedures for entering absence in Red Rover (code- District Service) and securing a substitute (if necessary).

Professional Learning Communities (PLC) All proposals must be submitted prior to October 1st and completed by May 1st.

Before the PLC: Discuss the proposal with your building principal and/or director. The PLC Facilitator completes the [Google PLC proposal Form](#). The Director of Professional Development works with the Principal/Director to approve the scope of PLC. The Director of Professional Development will enter activity into WinCAP web and determine applicable ARO and/or CTLE hours and will send an email with a PLC attendance log and CTLE form (if applicable) for activity to the PLC Facilitator.

After the PLC: The PLC facilitator collects and keeps all logs and records participants who have completed the PLC. The PLC facilitator provides CTLE form to participants, if needed. Within one week of PLC completion, the PLC facilitator notifies the Director of Professional Development that the PLC is complete and the names of participants have completed it. The participants are marked as attended in WinCAP Web and the PLC is complete.

How do we provide Professional Learning based on Grade Level, Content and Teacher Needs?

General staff learning opportunities include attendance at large group sessions spearheaded by district leadership, Board members, union leaders, and/or outside professionals representing organizations committed to big ideas. The best example of this professional learning opportunity is Superintendent's Conference Day(s).

Participation in online and traditional coursework comprises another definition of professional learning for district staff on topics that contribute to professional growth in an area of choice or need. Participation in the National Board Certification process is an example of both types of professional learning.

Workshops and follow-up workshops provide opportunities for staff to increase knowledge and to gain insights into current research, effective teaching strategies and state initiatives, as well as to develop skills for supporting reflective practice. These can occur at the school, district, local or national level. These workshops are not limited to instructional personnel.

Focused professional learning opportunities arise out of the need for all staff members at the district or school level to better understand a particular skill, strategy or concept. These can include content-specific topics such as Trauma Informed Care or specialized offerings for support staff, paraprofessionals, teaching assistants, transportation, school lunch personnel, clerical and custodial staff, etc.

Book Study Groups provide professional learning opportunities at the building levels, where groups of teachers can meet regularly to study a book relevant to their teaching to gain a deeper understanding of research based practices and instructional procedures.

Grade Level meetings are professional learning opportunities, when teachers focus on an essential question ("How did we improve student listening comprehension this week through read alouds?") and discuss them. Meeting to review student work products so that there is shared expectation for student success is one of the best uses of grade level meeting time.

Horizontal Team meetings provide professional learning through focused meetings of all content areas at one grade level (i.e. all 7th grade English, Social Studies, Math, and Science teachers meet to discuss academic intervention efforts with the school social worker and psychologist) to plan follow-up action for students. Vertical Team meetings provide professional learning through focused meetings with multiple grade levels.

Department meetings are professional learning opportunities, when department leaders focus on an essential question ("What are some examples of strategies that we used this month to reduce office referrals?") and discuss them. Meeting to review student work products so that there is shared expectation for student success is one of the best uses of departmental meeting time.

"Collaboration allows educators to capture each other's fund of collective intelligence."

— Mike Schmoker

CTLE Requirements

Registering with the State Education Department

Beginning in 2016, any **holders of a certificate that is valid for life** accessed their TEACH accounts and chose a registration status during the 2016-2017 school year.

Level III Teaching Assistants who are practicing in a NYS School District or BOCES must select a registration status on their TEACH account. Practicing is defined as employed 90 days or more during a school year by a single applicable school in New York in a position requiring state certification. A day of employment includes a day actually worked in whole or in part, or a day not actually worked but a day paid. An applicable school is defined as a NYS public school or BOCES. This registration process is done using the State Education Department's (SED) TEACH system and is required every 5 years thereafter. For additional information on how to register with SED, please visit their [website](#).

Certificate Title	Registration Required
Teaching Assistant Level III	YES*
Teaching Assistant with a Continuing Certificate	NO

Teaching Assistants who are required to register can select one of the following registration statuses available to them according to [SED](#):

Registered: The certificate holder has notified the Office of Teaching Initiatives they wish to be registered. This status is for Level III teaching assistants who are working in a NYS public school or BOCES for more than 90 days in a single school year. SED considers this full-time employment for registration purposes.

Inactive: The certificate holder has notified the Office of Teaching Initiatives they do not wish to be registered and are not practicing in an applicable school. If a Level III teaching assistant is not working in a public school or BOCES or is working less than 90 days in a single school year, this status applies. If the Level III teaching assistant then returns to full-time employment in a NYS public school or BOCES then he/she would update the registration status to 'Registered'.

Not Registered: The certificate holder has not notified the Office of Teaching Initiatives they wish to be Registered or Inactive.

The act of selecting a registration status is connected to one's employment status in the public schools or BOCES.

**Note: Individuals whose Level III Teaching Assistant certificates are issued after July 1, 2016 will be automatically registered when the certificates are issued. These individuals will then be required to re register in five years, during the month of their birth.*

Continuing Teacher & Leader Education (CTLE) Requirements

As indicated on the chart below, Level III Teaching Assistants and professionally certified classroom teachers/educational leaders will be required to complete Continuing Teacher & Leader Education hours during each five year registration period. Note that the CTLE hours replace the pre-July 1, 2016 professional learning requirement of 75 hours.

	Required to Complete CTLE Hours	Hours Required per 5-Year Registration
Teaching Assistant Level III	YES	100
Professionally certified classroom teachers/educational leaders	YES	100
Teaching Assistant with a Continuing Certificate	NO	None for NYS certification purposes

The CTLE hours may be completed at any time during the registration cycle, yet CTLE hours may not be carried over from one registration period to the next.

The CTLE hours continue to include targeted hours designed to address the needs of English language learners (ELLs). Level III teaching assistants are required to complete a minimum of 15% of their required 100 CTLE hours in areas that address the needs of ELLs. An exemption to the 15% requirements still exists for districts with less than 5% (or 30 enrolled) ELL students.



CTLE Activities

SED regulations require that the CTLE activities be rigorous and offered by SED-approved sponsors. CTLE activities will be aligned with the NYS Professional Learning Standards - <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf> and meet the rigorous requirement outlined in the document .

Names of any independent consultants or companies who have provided services and a brief description of the CTLE they offered can be found in this [link](#).

What activities can be counted toward my 100 hours of CTLE?

Educators must take continuing teacher and leader education (CTLE) from a CTLE sponsor approved by the Department. The list of approved CTLE sponsors is available [online](#). Professional development or professional learning not designated as CTLE by an approved CTLE sponsor does not count towards the required CTLE clock hours.

School districts that are approved CTLE sponsors can offer CTLE outlined in their Department-approved professional learning plan. Districts must issue CTLE certificates of completion for CTLE clock hours and maintain records of the CTLE awarded.

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,
- and/or Pedagogy,
- and Language Acquisition addressing the needs of English language learners.

The CTLE in the content area could 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.

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.

Working with Colleagues and Student Teachers

Peer review teachers or principals acting as independent trained evaluators who conduct a classroom observation as part of the teacher evaluation system pursuant to Section 3012-d may count such time towards the CTLE requirement. The acceptability of other types of collaborative work between educators would be determined by the school, district, or BOCES that is an approved CTLE sponsor and the sponsor would award the CTLE clock hours accordingly.

Teachers who provide mentoring may, at the discretion of the school district or BOCES, earn CTLE clock hours in the following manner effective December 31, 2019.

- Teachers acting as a mentor to a new classroom teacher as part of a school district's 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.
- Teachers 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.

The school, district, or BOCES must keep records and award CTLE certificates for educators who earn CTLE clock hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.

National Board Certification

Educators who earn certification from the National Board for Professional Teaching Standards have met the CTLE requirement during the registration period in which the National Board Certification is achieved, provided that the educator also meets the CTLE language acquisition requirement.

Educators who Hold Multiple Certificates

Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

For example, an educator who holds a Professional Biology, Professional Chemistry, and Permanent Earth Science certificate could complete acceptable CTLE activities in biology, chemistry, earth science, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement. An educator who holds Professional Childhood Education and Professional School Building Leader certificates could complete acceptable CTLE activities in the common branch subject areas, school building leadership, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement.

Speech and Language Disabilities Certificate Holders

For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an [approved American Speech-Language Hearing Association \(ASHA\) CE provider](#) are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

The following paper [LINK](#) or the digital form in WinCap Web will be completed to validate all CTLE/District-Sponsored Courses.

Record-keeping and Reporting CTLE Hours

The West Seneca School District maintains records of the CTLE activities that they offer for a period of eight (8) years in WINCAPWeb. Similarly, CTLE certificate holders are required to maintain records of their own CTLE hours for eight (8) years - the five (5) year registration cycle plus three additional years. CTLE certificate holders can use the following document to track their hours. <https://www.highered.nysed.gov/tcert/pdf/donotsubmit-ctlerecord.pdf>

District-based CTLE activities for faculty and staff remain current with their profession, meet the learning needs of their students, and are able to maintain their certificates in good standing.

CTLE participants will receive a 'certificate of completion' for each CTLE activity completed. This 'certificate of completion' is electronic in WinCap web. A [paper copy](#) can be provided by the Human Resources Department upon request. Neither CTLE sponsors nor CTLE certificate holders are required to submit hours to SED unless they are specifically asked by SED to provide them.

At the end of each 5-year registration cycle, CTLE certificate holders will attest to completing 100 CTLE hours on their TEACH accounts.

2024-2025 Professional Learning Plan Focus

The goals of the West Seneca Central School District Professional Learning Plan for the 2024- 2025 school year is to focus on engaging all students and stakeholders in the educational process. Such focus requires providing for continuous opportunities to promote cultural awareness and bolster student achievement. This commitment exists to support the overall mission of the West Seneca Central School District, *Nurturing Our Full Potential*, and encompasses four primary areas :

1. **Diversity, Equity and Inclusion-** specifically identifying and supporting diverse student needs.
2. **Data and Differentiated Instruction-** respectively implementing specifically designed instruction and managing a differentiated classroom. As well as using classroom data to provide feedback to students, Data analysis to drive instructional practices.
3. **Technology** especially using Technology for Interactive Instruction and Organization
4. **Literacy-**Pertinent to subject area and Department needs.

These main focal points will equip the members of our district to continue our long-standing practice of delivering high-quality instruction in a fashion that remains sensitive and responsive to areas of student need. The West Seneca Central School District will utilize Superintendent Conference Days, district aligned Data Days and Faculty Meetings and other workshops to implement the Professional Learning Plan for this school year.

WSCSD 2024 - 2025 Professional Development Plan	This specific plan provides a framework for implementing the District's 2024-2025 initiatives:
Diversity, Equity, and Inclusion	<ol style="list-style-type: none"> 1. Connect with students and families. 2. Build awareness of student family dynamics and how to direct them to staff and professionals that could help and make connections. 3. Equip staff with the tools needed to build capacity and be successful with consideration to the diversity of cultures represented in NYS. 4. Create opportunities that foster CRSE within the building initiatives, committees, and school culture; be open to change. 5. Role-model and feel confident discussing bias objectively and understanding how student differences impact their learning (SEL and academic). 6. Expand models that will help students genuinely feel accepted and understood in the school environment.
Data and Differentiated Instruction	<ol style="list-style-type: none"> 1. Create strategies and structure for analyzing data. 2. Develop next steps once data analysis has taken place. 3. Use next steps to inform teaching and learning.
Literacy	<ol style="list-style-type: none"> 1. Continue work by the district-wide literacy team 2. Utilize building-based literacy teams driven, administration, and newly created building literacy facilitators to continue to prioritize district literacy goals across the District. 3. Target learning gaps by assessing student performance levels and providing further opportunities for reading and writing across all disciplines, PK-12.
Technology	<ol style="list-style-type: none"> 1. Commit to supporting new technologies with ongoing professional development. 2. Support teachers and staff as part of the District's 2024 - 2025 Professional Learning Plan (PLP).

2024-2025 Professional Learning Timeline and Delivery

These identifications will be the focal point(s) of the professional learning initiatives for our district.

FOCUS	WHEN	HOW
Diversity, Equity, and Inclusion	Throughout the 2024-2025 School Year	<ol style="list-style-type: none"> 1. Each building will continue work with Wil Green 2. Superintendent Conference Days 3. Restorative Justice 4. Responsive Classroom
Data and Differentiated Instruction	Throughout the 2024-2025 School Year	<ol style="list-style-type: none"> 1. PD around data protocols 2. iReady Training 3. Superintendent Conference Days 4. WS Teacher Center Courses
Literacy	Throughout the 2024-2025 School Year	<ol style="list-style-type: none"> 1. Use of District Literacy Teams to promote strategies such as RADD, TEA, CUBES, etc. 2. Integration of reading and writing strategies into all content areas 3. Academic Vocabulary 4. Creative Writing
Technology	Throughout the 2024-2025 School Year	<ol style="list-style-type: none"> 1. 2. Computer/Science and Literacy Standards implementation

West Seneca Teachers' Center

The New York State Teacher Resource and Computer Training Centers support New York State's efforts to encourage higher learning standards. Teacher Centers are governed by Policy Boards composed of teachers, administrators, representatives of post-secondary education, business, community organizations and parents. The Centers are linked by regional networks that provide teachers and school districts the opportunities to share resources, and respond to regional, as well as to individual needs and initiatives.

Teacher Centers:

- are operated locally, with regional and statewide network support.
- Recognize that professional growth is integral to teachers' work.
- Embed professional growth in daily lives of schools.
- Model for teachers and students the importance of life-long learning.
- Promote the growth of communities of learners.
- Encourage teachers to assume leadership roles.
- are governed by policy boards composed of 51% teachers as well as representation from administrators, school board members, parents, higher education and business professionals.
- are driven by local educator needs, including implementation support for NYS and federal education initiatives such as: ESSA, CRE and SEL.

In part, Ed Law 316 states that Teacher Centers are “to provide professional support services to teachers within the state in order to:

1. assist teachers, diagnose learning needs, experiment with the use of multiple instructional approaches, assess student outcomes, assess staff learning needs and plans, and train other school personnel in effective pedagogical approaches;
2. provide demonstration and training sites where teachers are trained, specifically in the use of computers as teaching aids; the criteria for school acquisition and use of computer equipment and software; and the evaluation of computer-related materials;
3. develop and produce curricula and curricular materials designed to meet the educational needs of students being served through application of educational research or new or improved methods, practices, and techniques;
4. provide training to improve the skills of teachers in order to enable such teachers to meet the special educational needs of the pupils they serve, and to familiarize such teachers with learning.
5. provide a location where teachers may share resources, ideas, methods and approaches directly related to classroom instruction and become familiar with current teaching materials and products for use in their classrooms; and
6. retrain teachers and other educational personnel to become better qualified to teach in subject areas necessary to prepare students for the developing high technology era, in the disciplines of mathematics, science and computer technology.

For more information contact the Teachers' Center Director:

Elizabeth Widman (e-mail: ewidman@wscschools.org)

[LINK to the Teachers' Center Website](#) and Catalog

New Teacher Academy

The *New Teacher Academy* will provide specialized training to acclimate probationary teachers to the West Seneca Central School District. Participation in this professional learning opportunity is mandatory during the first year of service in the District.

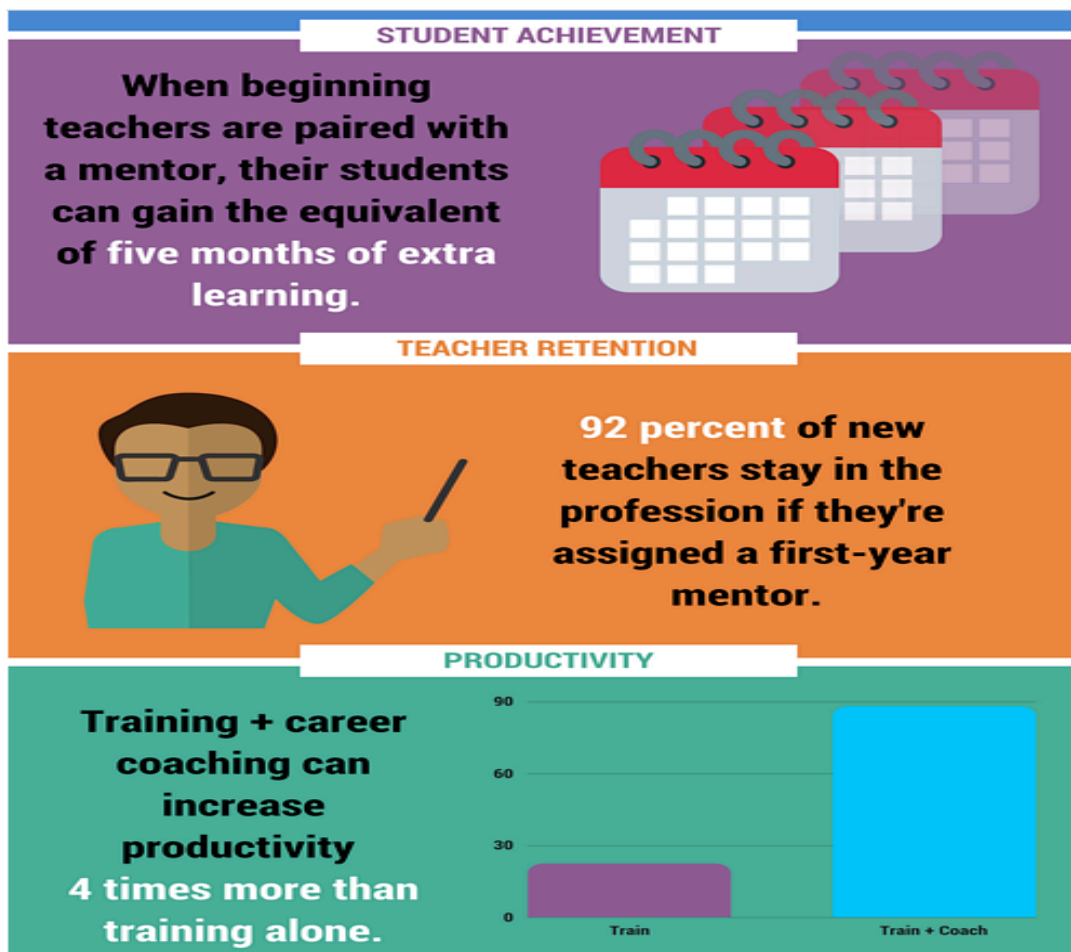
***The goals of the West Seneca
New Teacher Academy are to:***

- **Improve teaching performance by focusing on research-based, effective instructional methodology**
- **Articulate district culture, expectations and basic procedures**
- **Increase the retention of promising beginning teachers**
- **Promote the personal and professional well-being of beginning teachers**
- **Provide opportunities for professional dialogue and reflection**
- **Provide a forum for collegial support and discussion for beginning teachers - Develop common language and expectations within the district**
- **Promote mentor/mentee relationships**

Why Mentoring?

Even champions need coaches. Educators greatly benefit from outstanding and committed mentors who serve as coaches. Schools that support mentor programs are committed to the success of all staff members.

Outcomes of effective mentor programs include:



What is the Teacher Mentor Program?

Since February 2004, the New York State Education Department (NYSED) has mandated all public school districts mentor all first-year teachers and document all mentor activities.

All newly hired teachers with initial certification in West Seneca are mentored in their first year in the District to comply with the 2004 NYSED's regulation. In addition, mentors support teachers in the District through in-classroom assistance and by providing professional learning opportunities.

Why Mentoring?

Even champions need coaches. Newly hired teachers greatly benefit from outstanding and committed mentors who serve as coaches. Schools that support mentor programs are committed to the success of all staff members.

Outcomes of effective mentor programs include:

- A successful and satisfied teaching force
- Greater retention of teachers in the profession
- Leadership opportunities for experienced teachers
- Increased student achievement

What are the qualities desired in mentors?

- Be recognized as an outstanding teacher with high standards of professionalism
- Be a lifelong learner
- Have knowledge of pedagogy policies and procedures
- Understand the adult learner
- Be patient, understanding, accessible and trustworthy
- Appreciate and understand diversity and its impact

What are the mentors' responsibilities?

- Use a coaching stance to help beginning teachers transition from preparation to practice
- Maintain a trusting relationship with the new teacher
- Help experienced teachers enhance their practice
- Serve as a resource
- Provide a variety of perspectives and informal feedback
- Co-teach and co-plan lessons; arrange for Shadow Days *3 times during the year.
- Demonstrate commitment to professional learning by participating in and/or leading professional learning programs

What are the new teachers' responsibilities?

- Plan regular meetings with their mentor
- Ask questions to understand District policies and procedures
- Observe other teachers teaching, planning, reflecting, and conferencing
- Share experiences from previous teaching.



What are the principals' responsibilities?

- Utilize mentor support for enhancing teacher practice
- Support the activities of mentors and new teachers
- Provide working conditions that facilitate success
- Organize the school environment so that collaboration is more easily accomplished
- Plan instructionally-focused meetings and clearly articulate expectations to all staff to be supportive of new teaching staff.

How does a teacher become a mentor?

Staff must complete the required District Mentoring course and may apply annually when mentor positions become available. All mentors are approved by the Board of Education.

What is the Administrator Mentor Program?

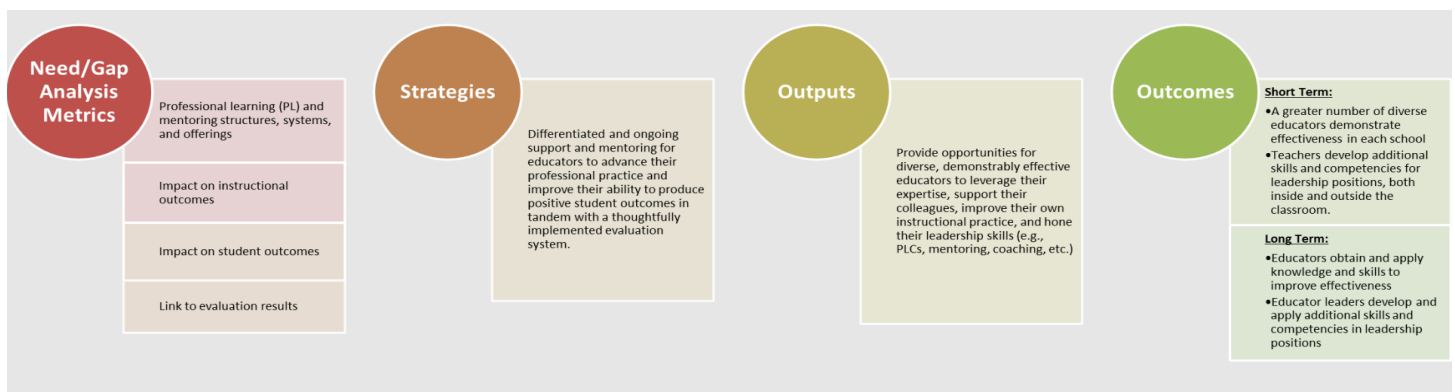


The West Seneca Central School District Administrator Mentor Program components include:

- Mentor/Mentee Orientation
- Summer Leadership Academy
- 1:1 mentor/mentee meetings throughout the year to discuss and reflect on various facets of leadership
- Two shadow opportunities for mentees to spend time observing and learning from other leaders
- Biweekly meetings
- Book studies
- Forums
- Midyear and End-of-Year Check-In/Reflection meetings

In addition to the Teacher Mentor Program, West Seneca also offers an Administrator Mentor Program. A key purpose of the program is to provide beginning administrators in school/district leadership roles with support to gain knowledge and skills, and to make the transition from an initial certificate to professional certificate as required by the New York State Education Department (NYSED). Mentors include West Seneca Central School District Lead Principals and Department of Curriculum, Instruction, and Assessment Leaders, identified jointly by the Superintendent and West Seneca Schools' Administrators Association leadership.

Differentiated, ongoing support for educator effectiveness, based on evidence of educator practice and student learning including individualized support for new and early career educators to advance their professional practice and improve their ability to produce positive student outcomes.



Why Support Staff Professional Learning?

The whole village concept for improving schools stresses the importance of all school employees working together to help students succeed – EVERYONE!!

“A key aspect of the comprehensive professional learning plan is training and support for all school staff for all students to succeed.”

Professional learning for support staff can help assist with the growing complexity of their careers and meet the increasing demands placed on education systems. Targeted professional learning for early career support staff (those in their first five years) is especially critical to ensuring seamless integration into their new careers and the education community.

Support Staff Professional Learning programs are essential in order to:

- Develop their personal and professional skills and knowledge from day one and early in their careers.
- Ensure that the support staff community has a greater voice in the workplace, more opportunities to build their own professional pathways, and increased abilities at assisting students who are striving for success.
- Retain high quality support professionals in the education workforce.
- Contribute to the overall mission of closing student achievement gaps.

The West Seneca Central School District Support Staff Professional Learning components include:

HR Orientation

Job imbedded training opportunities

Professional Learning opportunities that relate to a new staff member's specific job duties

Maintain a positive and safe school environment that fosters positive relationships with all stakeholders

Cross training/job shadowing

Department/staff meetings

Midyear and End-of-Year
Check-In/Reflection meeting

PROFESSIONAL LEARNING UPDATE

June 2024

2023-2024 by the Numbers

55



PLCs completed during 23-24 school year

157



Educators who participated in PLCs

2,225



ARO hours granted to educators

Professional Development Information and Reminders for the 2024-2025 School Year

PLCs

What is a PLC?

Opportunities for educators to work collaboratively to enhance their understanding of pedagogy or content to achieve better results for the students they serve.

Who can participate?

All educators can participate in a PLC and earn up to a maximum of 15 hours of AROper PLC.

When do PLCs occur?

PLCs can begin as early as June 1 and need to be completed by May 1 of the next school year.

Is there a date PLC proposals need to be submitted by?

Yes, by Oct 1 of the upcoming school year.

How do I sign up for a PLC?

Discuss the proposal with your immediate supervisor then complete the [Google PLC proposal Form](#) by **October 1**, if you are the team facilitator.

When can the PLC begin?

Once the PLC team facilitator has received an email notifying the PLC has been approved.

What happens when the PLC is complete?

Attendance is verified by the team facilitator and ARO credit is granted in WinCap.

*Important items to note about PLCs

*A maximum of 15 hours is granted for any PLC.

*The same PLC can not be repeated for ARO credit.

*PLCs are not building based committees.

*PLCs are not curriculum writing work

*ARO credit will not be granted to

PLCs not submitted by October 1

or to individuals not originally

listed on the [Google PLC](#)

[proposal Form](#)

Conferences

BOCES Conferences/ Workshop Requests - 5 Step To Do List

1. Fill out a BOCES conference request form in [WinCAP web](#).

2. Fill out your absence in Red Rover.

3. Sign in at the training.

4. Complete the [Conference Evaluation/Summary Form](#) within five working days.

5. Receive ARO Credit in WinCap.

Please note:

If you do not select the proper form or budget code, your request will not approved and you will need to start the request all over again on the correct form. This will result in not being reimbursed or earning ARO.

All Other Conference Requests - 5 Step To Do List

1. Discuss with your immediate supervisor. Ensure you have their support.

2. Get a budget code from your supervisor.

3. Fill out a conference request form in [WinCAP web](#).

4. Fill out your absence in Red Rover.

5. Complete the [Conference Evaluation/Summary Form](#) within five working days.

15 days - no travel

30 days -requiring travel and/or hotel

45 days out of state

CTLE

Continuing Teacher and Leader Education (CTLE) Requirement

CTLE Requirements pertain to all professional certificate holders. Professional certificate holders have various opportunities to earn CTLE hours throughout the school year. District CTLE forms can be found in SchoolFront. Educators can earn CTLE credit for the following from the District: Faculty meetings, Grade Level/Department meetings, Mentoring (up to 15 hours for mentors and mentees, and PLCs focused on content, pedagogy, language acquisition addressing the needs of English language learners. Forms should be submitted to your immediate supervisor for approval.

Exact rules and how professional certificate holders need to track hours can be found on the [SED website](#).

Questions? contact Kimberly McCartan-Facilitator ext.3623 or ProfessionalLearning@wscschools.org