Memorandum

Date: February 8, 2022

To: Paul J. Casseri, Superintendent of Schools

From: Heather Lyon, Assistant Superintendent of Curriculum, Instruction, and
               Technology

Subject: Approval of Professional Learning Plan

NYSED requires each district to annually approve the Professional Learning Plan (100.2 [dd]).
Using the most recent guidance from NYSED regarding what should be included in the
Professional Learning Pans and other districts' plans models (most specifically, Starpoint's plan),
Heather Lyon created this plan, shared it with the Policy Committee, and with LPUT leadership.

Moving forward, the plan will be annually reviewed and updated by the district's Staff
Development Committee and adopted at the Board's Annual Organizational Meeting.

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Professional Learning Plan

2021-2022

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Mission and Vision

Professional Learning Plan Overview

New York State requires each school district to create a Professional Learning Plan (PLP). The PDP must identify how the district will provide substantial professional development (hereafter referred to as professional *learning*) opportunities that are directly related to student learning. The Lewiston-Porter (Lew-Port) Central School District plan identifies the initial steps that will be taken to increase the focus, amount, and quality of professional learning for the instructional and support staff.

There are three major drivers of Lew-Port's professional learning.
1. Lew-Port's Strategic Plan guides all of the work in the district, including, but not limited to professional learning.
2. The district Curriculum, Instruction, and Assessment Review Cycle (CIA RC) that creates a predictable, intentional, and equitable process for identifying learning outcomes and next steps.
3. An annual professional learning survey is administered to staff. Results of that survey are utilized with existing evidence to develop and focus professional learning activities and opportunities.

Our PDP has and will continue to have a significant impact on the culture of Lew-Port. The PDP, in conjunction with other mandated plans such as the Strategic Plan, Response to Intervention (RTI) Plan, and the Annual Professional Performance Review (APPR), will help to provide the platform for improvement decisions that are driven by student achievement. We anticipate that all staff will benefit from the increased, improved, and expected substantial professional learning opportunities.

The PDP:
- Includes a needs analysis, why the PDP is important, and how the district will provide PD across the grade levels that is directly related to student learning.

- Utilizes a survey of all Lew-Port staff to create a worthwhile professional learning program.

- Integrates instructional strategies, curriculum, and technology.

- Explains how professional learning is provided to the district.

- Includes the models we use, definitions of those models, and when those hours are being met.

- Sets the expectations, a list of criteria, and possible monthly reporting log for the Mentor/Mentee Program.

- Evaluates professional learning with surveys that provide feedback to both presenters and the committee.

- Is aligned with the current Learning Standards set forth by New York State.

- Outlines the requirement for Professional Certificate holders to complete 100 hours of professional growth every five years.

NYSED Professional Learning Guiding Principles

- Subject matter content of professional learning activities/experiences is clearly connected to student achievement of the NYS Learning Standards.

- Professional learning activities/experiences are planned with the NYS Teacher Standards as underpinning.

- Professional learning activities/experiences should respond to student achievement data including but not limited to assessment of school work, New York State assessments, School District Report Cards, and one other data related to local teaching and learning needs.

- Professional learning is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.

- The professional learning planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.

- Professional learning results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.

- Professional learning activities/experiences are assessed on an on-going and continuous basis for intended impact. Valid evaluation tools/methods must be used to determine modifications to planned activities/experiences.

- Professional learning is, to the greatest extent possible, site-based and connected to daily school experiences.

- Professional learning enables the teaching staff to deepen their knowledge base and remain current in their content area and instructional strategies.

- Teaching staff learning opportunities are clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such opportunities.

- Content of courses, workshops, and other professional learning experiences should be directly related to:

    - enhancing teacher/teaching assistant subject matter knowledge,

    - teacher/teaching assistant knowledge, use and application of appropriate teaching techniques,

    - broadening and enhancing teacher/teaching assistant abilities to apply more accurate and appropriate assessment methodologies, and

    - enhancing teacher/teaching assistant skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

New York State Teacher Standards

updated in 2017

Purpose:

New York has clearly identified the knowledge and skills a teacher must have to meet the learning needs of students. The following New York State Teacher Standards are embedded with the content of the Lew-PortPDP:

The New York State Learning Standards are:

- **Standard 1: Knowledge of Students and Student Learning:** Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

- **Standard 2: Knowledge of Content and Instructional Planning:** Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

- **Standard 3: Instructional Practice:** Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

- **Standard 4: Learning Environment:** Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

- **Standard 5: Assessment for Student Learning:** Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

- **Standard 6: Professional Responsibilities and Collaboration:** Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

- **Standard 7: Professional Growth:** Teachers set informed goals and strive for continuous professional growth.

Needs Analysis

To ensure the continued and improved academic achievement of all students, we must dedicate resources, and time to improving the skills of all staff. Creating a culture of perpetual learning is vital to that goal as teachers, administrators, and staff members. Therefore, our plan for professional learning must be created to be responsive to all staff needs that will increase student performance.

Grade levels and departments annually review student performance to set actions aligned with the district's goals for the upcoming year based on the evidence of student learning from the prior year. The evidence referenced for this plan include, but are not limited to:

- District Strategic Plan

- aimswebPlus Universal screening results three times per year

- Grade/content specific data

- Graduation rates

- Regents diploma rates

- 3-8 Assessment performance

- The results from the annual survey on professional learning needs for the upcoming year

Goals and Objectives

Professional Learning in Lew-Port is identified through three major drivers:
1. The Strategic Plan
2. The Curriculum, Instruction, and Assessment Review Cycle
3. Social-Emotional Learning

Strategic Plan Goals:
The following are the goals of the 2020-2025 Strategic Plan.

- Goal 1: We will support each learner in defining success in his or her own way.
- Goal 2: We will design innovative learning environments that support learners in achieving their personalized goals.
- Goal 3: We will build a culture and climate that supports the needs of all Lewiston-Porter community members.

Through teams such as the Staff Development Committee, the Technology Committees, the Restorative Practices Teams, and the Peer Coordinators, the district continuously examines the goals, actions, and outcomes.

Curriculum, Instruction, and Assessment Review Cycle (CIA RC):
The CIA RC creates a predictable, intentional, and equitable process for identifying learning outcomes and next steps. Depending on where a content area is within the cycle, examples of learning may include any of the following:
- Reflecting on learning outcomes to date using evidence.
- Identifying options to consider in place of what is currently being used.
- Identifying success metrics to use as evidence of student learning in the future.
- Support for initial or ongoing training of the program, instructional strategies, or assessments.
- Support for curriculum planning and mapping.
- Diving deeper into standards.
- Learning related to student learning analysis and response.

Social-Emotional Learning (SEL):
As explained by the Collabortive for Acdemic, Social, and Emotional Learning (CASEL), Social Emotional Learning is

> ...an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

> SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. (https://casel.org/fundamentals-of-sel/)

Lew-Port honors SEL in many ways including its rich history of integrating the 7 Habits of Highly Effective People into the instruction at the elementary level. As well, beginning in the 2021-2022 school year,

Lew-Port launched its district-wide work using Restorative Practices. This work begins in classrooms through Tier 1 (Core) instruction and extends to all students and staff.

Professional learning Models and Strategies

Understanding Continuing Teacher and Leader Education (CTLE)
As per NYSED regulations via www.highered.nysed.gov, acceptable Continuing Teacher and Leader Education (CTLE) hours are described as, "activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities." NYSED also specifies that "any Continuing Teacher and Leader Education (CTLE), Professional Learning (PL), or former Professional Development (PD) activity that you complete must be in the content or pedagogy relevant to your certificate title. If a public school district employs you, CTLE or PL that is part of the district's PL plan is acceptable."

In Lew-Port, activities are developed in accordance with acceptable CTLE activities and must have prior approval in order to be eligible for CTLE hours.

NYSED offers the following activities as examples of those that would qualify for CTLE credit.
- Collaborating with other teachers to examine case studies of student work and development as part of an approved activity.

- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.

- Coursework linked to the improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree.

- Coursework for more advanced certification relevant to your certificate title.

- Curriculum planning and development.

- Participating in school-college teacher development partnerships.

- Serving on CDEP (Comprehensive District Education Plan), DCEP (District Comprehensive Education Plan), CEP (Comprehensive Education Plan), or other school leadership activities or committees.

- NYSTCE "assessor" or test development committee member.

- Development of Statewide curriculum.

Intended Plan Goals
The outcomes listed below identify needs and provide evaluation criteria in three areas:

Student Goals:
- Meet or exceed the standards in knowledge and performance
- Become active participants in their learning
- Maximize their potential
- Become independent learners
- Assume increasing responsibility for their learning
- Improve achievement
- Make connections between school and the real world
- Move from one benchmark level to the next at appropriate intervals

Professional Practice Goals:
- Expand instructional and assessment methodologies
- Keep pace with educational research practices
- Develop eclectic teaching strategies
- Engage in professional dialogue and reflection
- Gather, interpret, and utilize data to inform instruction
- Seek opportunities for staff learning which support professional learning
- Assume a leadership role

Organizational Goals:
- Commit to continuous improvement through professional/staff learning
- Commit to continuous improvement through introspective self-study
- Become reflective of and responsive to the community
- Enhance organization's effectiveness
- Conduct deliberate planning to achieve coherence and cohesiveness
- Assume a leadership role; be proactive

Teachers are encouraged to participate in 20 hours of Professional Learning each school year. For Initially or Professionally certified staff, an average of 20 hours per year (100 total hours per 5 years) are required. Staff will document their professional learning hours using, according to state law.

Evaluation

The goal of professional learning evaluation is to establish correlations and gather evidence, linking professional learning initiatives with measurable progress. These established goals and objectives are focused on promoting increased student achievement.

Surveys, needs assessments, and student data will be used to monitor the quality and effectiveness of each objective of the Professional Development Plan. In turn, such data will be used to plan for future professional learning offerings.

An annual survey will be conducted by the district to discuss any changes to be made to this plan. The recommendations that come from that meeting will be shared with stakeholders for transparency.

Lew-Port's professional learning survey is available in digital format through Google Forms, which will be shared in the winter during annual budgeting.

Mentor Program

Procedure for Selecting Mentors
1. The committee will post openings for mentor positions as per district hiring policy.
2. Teachers who are interested in becoming a mentor will submit a letter of interest.
3. In the event that there is more than one applicant, a committee will be formed per the Collective Bargaining Agreement.
4. The committee will conduct individual interviews with each of the candidates and forward recommendations to the Superintendent of Schools for review.
5. Candidates will be informed of their selection as a mentor.

The Selection Committee will take the following under consideration when selecting the candidates for mentors:

- Permanent certification in the same area of certificate title as the mentee.
- Mastery of pedagogical skills and superior teaching abilities.
- Demonstrated mastery of subject matter.
- Willingness to participate in program.
- Positive interpersonal relationship qualities.

Role of the Mentors
The mentor will fulfill a variety of roles for the mentee. The mentor will act as guide, advocate, confidante, subject expert, and reflective partner. Mentors for Lew-Port will be a source of guidance and support which invites honesty, risk-taking, and self-reflection about the practice of teaching, on the part of the mentee.

The mentor will create an individualized mentoring plan at the beginning of the school year to guide their activity. Time for conferencing, observation, joint planning, and assessing impact on students are critical components of this relationship. The mentor activities may include, but are not limited to the following:

- Participation in training activities and support sessions designated by the program.
- Regular meetings with the mentee to provide support and coaching.
- Modeling techniques and behaviors for the benefit of the mentee.
- Review of the mentee's background and education and provide recommendations for further study.
- Participate in professional learning workshops on mentoring.
- Participate in the creation of lesson plans to be taught by the mentee.
- Familiarizing the mentee with the school's physical plan, staff, supportive services, and other resources.

By regulation, confidentiality of information obtained by the mentors in their work with the mentees, must be strictly maintained. The information obtained by a mentor through interaction with the mentee while engaging in mentoring activities will not be used for evaluation or discipline purposes, unless withholding such information poses a danger to the life, health, or safety of an individual, including students, and school district staff.

Preparation for Mentors
Lew-Port administrators recognize the need for professional learning of mentors and mentees in the areas of learning theory, teacher learning, knowledge of beginning teacher needs, conferencing skills, coaching techniques, reflective practice, and effective communication. Every component of training will consistently support the district's mission and vision and focus on the NYS Education Department's priority areas as outlined in the State's ESSA plan, including:

- NYS Learning Standards and aligned curricula.
- Data-driven instruction and the use of meaningful assessment.
- Evidence-based observation aligned to the New York State Teaching Standards and the district's evaluation models.

All mentors and mentees will participate in workshops and conferences, which are included in the district's professional learning plan. Mentee training and other growth opportunities will be driven primarily by the needs of the mentees. Other activities that will contribute to the success of the program include:

- During the introduction meeting, the mentor and mentee will discuss building the mentee's education background and the mentor will share information about the district, such as configuration and logistics of the district and the building they will be working in and Lew-Port's priorities.
- Mentees will receive training in Classroom Management, Charlotte Danielson's Framework for Teaching, and basic use of Google Software.

Mentoring Activities
Below is a sample timeline for mentors and mentees

August
- New Teacher Orientation - Essential Elements Training, Video Coaching Training, District Discovery Day (Bus tour, luncheon, mentor/mentee meeting) (1 day)
- Superintendent's Conference Day - Preparing for the First Day (1 day)

September
- Classroom Management Discussion Panel, Overview of Open House Procedures, Gradebook/Plan Books/AIS Plans (1 day)

October
- Observation and Reflection, Overview of APPR Observation (1 day)

November
- District Data Day (1 day)

December
- Parent Teacher Conference Preparation (1 day)
- Observation and Reflection (1 day)

January
- Observation and Reflection (1 day)
- Regents administration and scoring MS/HS (1 day)

February
- Observation and Reflection (1 day)
- Overview of State Assessment Protocols (1 day)

March
- Observation and Reflection (1 day)
- Parent Teacher Conference (1 day)

April
- Observation and Reflection (1 day)

May
- Observation and Reflection (1 day)

June
- Reflection of experience by Mentor and mentee, Planning (1 day)

Peer Collaboration and Peer Coaching

As described in the [Peer Collaboration Program Handbook](), the purpose of the Lew-Port Peer Collaboration Program is to foster professional collaboration and professional dialogue that is focused on innovative pedagogy and classroom practice in support of learning for all students. The goal of the program is to bring teachers together through a non-evaluative, peer-to-peer approach over the course of the school year and to help support innovation in instructional practice and meet the needs of all learners.

Peer Collaboration

The Peer Collaboration model is rooted in the tenets of the Professional Learning Community and is an organized process designed to support teacher to teacher dialogue and development. Peer coaching is a fundamental element of the process.

The Lewiston Porter Central Schools Peer Collaboration program will center on the collegial coaching model. Collegial peer coaching consists of three basic parts:
- a pre-conference
- an observation
- a post-conference

During the pre-conference, teachers meet and discuss the elements on which the teacher being observed wants to focus. They discuss the specific lesson planned, its context, and other relevant factors that influence student outcomes. The peer coach is responsible only for providing that teacher with another perspective of the learning environment so they can mutually improve teaching and learning.

The lesson then takes place, and the peer coach observes in the partner's classroom as a collegial observer. The coach should focus on the lesson plan as discussed and the specific areas they observe where the teacher is looking for feedback. The observer may also be open to other aspects of the instruction as they develop during the lesson.

Finally, the collaborative partners schedule a post-conference to discuss the outcome of the lesson. This is a collegial discussion. The observed teacher should take the lead in this conversation, with the observer adding factual information about what happened during the lesson. They may discuss what worked well, what didn't work at all, and what could be changed or improved to have a positive impact on the teaching and learning in the classroom. Important aspects of this stage are:
- The observed teacher is in control of the lesson.
- The emphasis is on reflection on what has happened during the lesson and analysis of its impact on student learning.

Peer teams will complete the process for each member of the team two (2) times over the course of the school year as outlined in the Peer Collaboration Application, preferably once every 20 weeks.

Peer Coaching

Though similar to Peer Collaboration, Peer Coaching provides participants with professional learning in conducting action research. This year-long experience concludes with a presentation from the partners on their learning.

References

In addition to reviewing other district's Professional Learning and Mentoring plans,

The following websites were used.

- [Acceptable Continuing Teacher and Leader Education (CTLE), Professional Development (PD), or Professional Learning (PL) for the Reissuance of an Initial Certificate](#)
- [Guidelines for Implementing District - Based Teacher Mentoring Programs](#)
- [Professional Learning Plan - Guidance Document 2019-2020](#)