

Professional Learning Plan

Port Byron Central School District

2023-2028



The mission of the Port Byron CSD is to prepare each student for a future of fulfillment, purpose, and productive citizenship by providing educational experiences that address their individual interests, social emotional needs and academic goals.

TABLE OF CONTENTS

District Information.....	Page 3
Curriculum Council Members.....	Page 4
Introduction.....	Page 5
District Needs Analysis.....	Page 7
Goals and Implementation Plans.....	Page 8
Certification Requirements for Professional Learning.....	Page 11
Required Professional Learning for Certification Requirements.....	Page 12
Acceptable CTLE Activities.....	Page 13
Mandatory Yearly Training as Required by the State Education Department.....	Page 14
Mentoring Requirements.....	Page 15

DISTRICT INFORMATION

Vision

The Port Byron CSD will be a leading educational organization where students are excited to learn, innovation is cultivated, collaboration is fostered, and the community is engaged as an essential partner.

Mission

The mission of the Port Byron CSD is to prepare each student for a future of fulfillment, purpose, and productive citizenship by providing educational experiences that address their individual interests, social emotional needs and academic goals.

Priority Areas

Engaging Experiences for All: We will provide diverse, engaging opportunities for all learners in order to promote growth, collaboration and creativity.

Student Opportunities: We will provide multiple real world student opportunities through research and development to complete the child as a whole, preparing them for post graduate life.

Organizational Shifts: We will create a flexible plan that addresses student enrollment issues and supports positive student experiences by maintaining a safe and financially responsible district.

Community Engagement: We will increase parent/community member involvement in school activities and strengthen our communication methods.

District Name: Port Byron Central School District
Superintendent: Michael Jorgensen
Address: 30 Maple Ave, Port Byron, NY 13140
Phone: (315)776-5728

Years in Effect: September 2023-September 2026
District Administration
Superintendent: Michael Jorgensen
Assistant Superintendent for Business and Finance: Mitch Toleson
Director of Curriculum, Instruction and Assessment: Katie Naples
Building Principals: Kim Brown, Dana West Jr./Sr. HS, Tracy Musso, AA Gates Elementary
Director of Special Programs, Assistant Principal: Marisa Licari
Dean of Students, Athletic Director: Michael Hermann

CURRICULUM COUNCIL MEMBERS

Katie Naples Director of Curriculum, Instruction and Assessment	Kim Brown High School Principal
Tracy Musso Elementary Principal	Kevin Barber Guidance Counselor
Molly Griffin Library Media Specialist	Mel Evans Teacher Representative
Jennifer Roden Teacher Representative	Penny Mills Teacher Representative
Britt Clark Teacher Representative	Stacey Cummings Teacher Representative
CJ Kudla Teacher Representative	Suzzy Stowell Teacher Representative
Anne D'Agostino Teacher Representative	Kelly Howard Teacher Representative
Michele Gendron Teacher Representative	Paul Grella Teacher Representative
John Mulcahey Teacher Representative	Jen Mapley Teacher Representative
Patty Tamburrino Teacher Representative	Gregg Fedigan Teacher Representative

INTRODUCTION

The Professional Learning Plan for the Port Byron Central School District describes a vision for adult learning that is ongoing, differentiated, and responsive to the needs of all educators. The District will employ substantial professional learning opportunities tailored to the needs of educators that are directly related to student learning outcomes. The District will design professional learning related to educator practice and curriculum development that is responsive and reflects the needs of the community that the school district serves. Through this plan, the District seeks to provide professional learning that is aligned with the NY teaching, leadership and learning standards, assessments, student needs, adult learning theory, and current research in education.

NYS Standards for Professional Development

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning. The District will use Frontline Professional Learning Platform in order to measure professional learning opportunities in alignment with the district's Blueprint for Excellence. Information regarding

professional learning will be shared with the Board of Education annually through regular BOE meetings. Administrators will be presented with quarterly progress through regular administration meetings.

The District also shapes professional learning in alignment with NYSED's frameworks:

[Social Emotional Learning](#)

[Office of Special Education](#)

[Next Generation Learning Standards](#)

[Culturally Responsive-Sustaining Education](#)

[Office of Bilingual Education and World Languages](#)

DISTRICT NEEDS ANALYSIS

As part of the ongoing professional learning cycle, the Port Byron CSD reviewed multiple sources of data. The following data was taken into consideration when determining the focus of the professional learning plan.

Quantitative Sources:

- District Universal Screener Data
- District Graduation Rates
- NYS Regents Performance
- NYS Grades 3-8 ELA/Math Performance
- Demographics of the Community

Qualitative Sources:

- Administrative walkthrough data based on the NYSUT focus indicators
- Professional Development Feedback Survey
- District K-5 Grade Level Team Meetings
- Secondary Department Meetings
- Staff Meeting Feedback

GOALS AND IMPLEMENTATION PLANS

District Strategic Goal: Engaging Experiences for All

Objective: We will provide diverse, engaging opportunities for all learners in order to promote growth, collaboration and creativity.

Action Plan - Professional Learning Activities:

- Provide professional learning on student engagement, classroom routines and differentiated learning practices.
- Create a writing continuum for the district UPK-12 and provide professional learning to all teachers on best practices for writing instruction.
- Identify co-teaching best practices and provide support for classroom implementation.
- Provide professional learning on project-based learning, authentic connections and real-world application. Begin to explore cross-curricular connections across content and grade level standards.
- When implementing new curricular materials or instructional strategies, provide professional learning and ongoing implementation support to all teachers.
- Build STEM content and pedagogical knowledge of teachers to increase interest, engagement and achievement of students.
- Continue to enroll new teachers in researched based professional learning (LETRS, Responsive Classroom).

Evidence of Success	Providers of PL	Timeline
Classroom observations and walkthroughs	Port Byron CSD	Professional learning for this objective will commence in the fall of 2023.
Teacher feedback	Cayuga-Onondaga BOCES	
Administrative feedback	OCM BOCES	The objective will be reviewed on a yearly basis by the professional learning committee.
Student work	Mid-State Regional Partnership	
Student data	PBL Works	Professional learning on this objective will continue for the duration of this plan.
Discipline data	Responsive Classroom LLC	
	Lexia Learning	
	Director of Curriculum, Instruction and Assessment	
	Building Principals	
	Director of Special Programs	
	Technology Integration Specialist (BOCES)	

	Professional Learning Coach (BOCES)	
--	--	--

District Strategic Goal: Student Opportunities		
<p>Objective: We will provide multiple real world student opportunities through research and development to complete the child as a whole, preparing them for post graduate life.</p> <p>Action Plan - Professional Learning Activities:</p> <ul style="list-style-type: none"> ● Implementation and training on the Xello platform in order for teachers and counselors to assist students in designing their career/college pathway. ● Define what it means to be a Port Byron graduate (portrait of a graduate). ● Embed career/workforce/college ready skills into all grade levels UPK-12. ● Provide professional learning on best practices in social-emotional learning, trauma-informed classrooms, and cultural competencies. 		
Evidence of Success	Providers of PL	Timeline
Classroom observations and walkthroughs Teacher feedback Administrative feedback Student work Student data Discipline data	Port Byron CSD Cayuga-Onondaga BOCES OCM BOCES Xello Director of Curriculum, Instruction and Assessment Building Principals Director of Special Programs Technology Integration Specialist (BOCES) Professional Learning Coach (BOCES)	Professional learning for this objective will commence in the fall of 2023. The objective will be reviewed on a yearly basis by the professional learning committee. Professional learning on this objective will continue for the duration of this plan.

District Strategic Goal: Community Engagement

Objective: We will increase parent/community member involvement in school activities and strengthen our communication methods. We will also begin to form partnerships with community organizations and explore opportunities to begin our own community school.

Action Plan - Professional Learning Activities:

- Provide opportunities to expand the use of ParentSquare in order to communicate regularly with parents/guardians.
- Canvas and develop community partnerships in order to enhance classroom based projects and practice.
- Use of consistent LMS for students across the district (Canvas)
- Collaborate with the NYS Community Schools Thruway Coalition

Evidence of Success	Providers of PL	Timeline
Usage reports on ParentSquare Teacher feedback Administrative feedback Parent feedback	Port Byron CSD Cayuga-Onondaga BOCES Director of Curriculum, Instruction and Assessment Building Principals	Professional learning for this objective will commence in the fall of 2023. The objective will be reviewed on a yearly basis by the professional learning committee.
Community Outreach Efforts	Director of Special Programs Technology Integration Specialist (BOCES) Professional Learning Coach (BOCES) ParentSquare Canvas Peaceful Schools NYS Community Schools Thruway Coalition	Professional learning on this objective will continue for the duration of this plan.

CERTIFICATION REQUIREMENTS FOR PROFESSIONAL LEARNING

The following guidelines were designed and mandated by NYSED and are intended to assist school districts, teachers, and teaching assistants in identifying professional learning activities as they comply with certification requirements. In order to maintain certification, every five years teachers holding a “Professional Certificate” and Teaching Assistants holding a “Level III Teaching Assistant Certificate” must complete 100 hours of professional development. Authority for decision-making regarding the appropriateness of activities resides solely with the local public school district. The ultimate goal of all efforts in this area is to build the capacity of staff to assist all students in achieving high levels of learning.

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for English language learners. It is suggested to review the website for current requirements. Information can be found at www.highered.nysed.gov/

REQUIRED PROFESSIONAL LEARNING FOR CERTIFICATION REQUIREMENTS

Key Points to Remember:

- If you hold a “Professional” certificate, you must complete 100 hours of professional learning every five years.
- If you hold a “Level III Teaching Assistant ” certificate, you must complete 100 hours of professional learning every five years.
- It is the responsibility of the professional to maintain their New York State certification. NYS requirements change from time to time. Stay current by visiting: www.highered.nysed.gov/.

The professional learning period begins on July 1 following the effective date of the Professional or Teaching Assistant III certificate and ends July 30th of the fifth year.

- It is your responsibility to establish your TEACH account.
- Keep track of all of your professional development.

Registering for Professional Learning: When you register to participate in professional learning (workshop, conference, or session offered on a district professional development day), keep these additional points in mind:

- My Learning Plan (Frontline) -you will need to log into My Learning Plan(Frontline) for the following:
 - To register for summer professional development.
 - To obtain approval to attend a conference, workshop, or meeting that takes place outside the district, such as at a BOCES or provided by a professional organization.

ACCEPTABLE CTLE ACTIVITIES

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.

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. Meetings and conferences themselves cannot be counted as CTLE. If a specific activity is completed during a meeting or conference, then a certificate of completion must be given for that activity. CTLE must be in either the content area of a certificate held, pedagogy, or language acquisition.

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.

In addition to any classes attended for in-service or graduate credit, the following count toward CTLE (Continuing Teaching and Leader Education) hours, in your NYS TEACH account:

- Department/faculty meetings
- Grade-level meetings
- Superintendent's conference days
- K-12 committee meetings
- Professional development workshops

The CTLE in the content area can 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](#).

MANDATORY YEARLY TRAINING AS REQUIRED BY THE STATE EDUCATION DEPARTMENT

Teachers are required by educational law to complete the following trainings each school year:

- Annual Safety Plan
- Hazard Communications: Right to Understand
- NY Education Law 2-d
- Online Safety: What Every Educator Needs to Know
- Sexual Harassment: Staff-to-Staff
- Bloodborne Pathogen Exposure Prevention
- Child Abuse: Mandatory Reporting

This will be done online through the Vector Training Portal. Any new administrator who will evaluate teachers or other administrators will be required to complete the Annual Professional Performance Review training to become recertified to observe classroom teachers and principals.

MENTORING

The Port Byron Central School District's Mentoring Plan provides a bridge between a newly hired teacher's previous preparation and experience and the application of their knowledge in the classroom. Some mentoring can also be provided to educators who change grades, subject areas, or buildings to support them during their transition. The district's mentoring program is designed to reduce concerns and attempts to overcome challenges to the newly hired teachers.

In addition to any classes attended for in-service or graduate credit, the following count toward CTLE (Continuing Teaching and Leader Education) hours, in your NYS TEACH account:

- Department/faculty meetings
- Grade-level meetings
- Superintendent's conference days
- K-12 committee meetings
- Professional development workshops

Mentor Selection Procedure

The mentoring relationship should be characterized as professional, flexible, trusting, mutually educational and entails sustained, frequent, and confidential communication.

Qualifications of a Mentor:

- Is a tenured educator within the district
- Has mastery of pedagogical skills
- Has knowledge of district, state and national expectations and requirements
- Possesses good communications and interpersonal skills
- Is able/available to provide classroom/instructional/limited technology support

Selection Process for Mentors:

- Collaboration between District and Building Administrators is based on consideration of content, grade level and availability determine the match of mentors and mentees.

Responsibilities of the Mentor:

- Participate in the mentor training program, attending any training sessions.
- Maintain a common log/journal of prescribed times spent with mentee with monthly entries, to be entered into Frontline using the Mentor Log.
- Meet with the mentee when needed to provide support; meetings can occur before or after school and during prep periods, in addition to teaching obligations.
- Communicate with the Mentor Coordinator.
- Maintain confidentiality with regard to all professional issues.
- Provide guidance to mentees in fulfilling professional hours for district and NYS requirements.

Responsibilities of the Mentee:

- Participate in the new teacher orientation.
- Actively engage in district initiatives through attendance of available professional development, collaboration with colleagues, and goal setting with administrators.
- Maintain a common log/journal of prescribed times spent with mentee with monthly entries, to be entered into Frontline using the Mentor Log.
- Meet with the mentor when support is needed; meetings can occur before or after school and during prep periods, in addition to teaching obligations.
- Maintain confidentiality with regard to all professional duties.
- Record and keep an on-going log of CTLE professional development hours. The Frontline portfolio can be used for record keeping to report to NYS using your TEACH account.

Defined Set of Mentor Activities:

Mentoring activities are at the core of the work that occurs between the mentor and mentee. activities should be consistent with program goals and intended outcomes. Most importantly mentoring activities should be research based in the area of instructional strategies in classroom management.

The Port Byron Central School District's expectations and requirements provide that the mentee obtain a full understanding of:

New York State Next Generation learning standards

- Gade specific curriculum
- New York State 3 through 8 Ela and Mathematics tests
- New York state grade 5 and 8 science test
- New York State Regents exams

Teaching Evaluation Rubric (APPR)

- Review District APPR plan
- Read, study and analyze the NYSUT rubric honing in on the district focus indicators

District Procedures Regarding:

- Teacher evaluation/observation rubric
- Contributions to the district beyond the classroom
- District goals and objectives
- Expectations and information regarding committee participation
- Opportunities for professional development
- Access and review special education 504 / IEP
- Review the student code of conduct, faculty handbook, protocols, and communication with staff and families.

Building Procedures Regarding:

- Class trips
- Communication strategies and techniques (parents, principals, colleagues)
- Conferences/Workshops
- Creating relationships and connections between classroom and specialists
- Discipline procedures
- Dismissal/emergency procedures
- Handbooks/protocols
- Progress reports
- Report cards
- Reviewing/ordering materials
- Scheduling
- Support Systems (RTI process, instructional support team, committee for special education, speech/language, psychologist, mental health therapists)

Classroom Procedures Regarding:

- Distribution of materials
- Aligning instruction with New York State standards and other applicable standards
- Assessments on grade level, district level, state, national
- Attendance
- Classroom management
- Communication strategies and techniques (children, parents, colleagues)
- Grading procedures
- Lesson planning
- Meeting the needs of students
- Organizational skills
- Planning and mapping
- Reflecting on teaching practice
- Student engagement
- Analyzing student data (data-based decision making)