

# Adirondack Central School District



## *Professional Learning Plan*

*2023 – 2024*

*Connect ... Grow ... Collaborate ... Inspire*

Adirondack Central School District  
Professional Learning Plan 2023-2024  
Adopted by the Adirondack Central School District

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## **2023-2024 Adirondack Central School District's Professional Development Committee**

**Michael Adams, Technology Specialist**

**Richard Chrisman, Elementary Interventional Specialist and Former ATA President**

**Brandie Collins, Middle School Principal**

**Michael Faustino, Director of Curriculum, Instruction, and Technology**

**Rachael Fauvelle, Speech and Language**

**Michael Fauvelle, High School Social Studies Teacher**

**Wendy Foye, Director of Special Education**

**Dan Granato, Teacher and Chair of the Department**

**Karen Ingersoll, High School Science Teacher**

**Ryan O'Neil, High School Music Teacher and Chair of the Department**

**Nick Palczak, HS Physics Teacher and STEAM Coordinator**

**Dan Roberts, High School Assistant Principal**

**Jill Schafer, Boonville Elementary Principal, Social Media and Parent Square**

**Heather Sweeney, High School Agricultural Teacher**

**Ira Smith, High School Science Teacher and Chair of the Department**

**Heidi Smith - High School Principal**

**Linda Weber, West Leyden Elementary Principal and District Data Coordinator**

**Justin Wiedrick, Middle School Math Teacher, STEAM Facilitator, and District Webmaster**

**Shane Youngs, Technology Specialist**

**Michelle L Zeigler, Library and Media Center Coordinator**

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## **2023-2024 Professional Learning Plan Adirondack Central School District**

### **Goals and Objectives for the Professional Learning Plan**

**The goal of the Adirondack Central School District's Professional Learning Plan is to:**

- **Provide all instructional staff, non instructional staff, and administrators with continuous and sustaining high quality professional learning opportunities and pathways.**
- **Provide a forum for professional discourse and reflection.**
- **Meet the educational needs of all learners by improving the quality of the teaching and learning process.**
- **Improve techniques and strategies for instruction and classroom management**
- **Align professional learning with NYS Next Generation Learning Standards and research based, high yielding instructional practices.**
- **Create and sustain a Data Driven culture whereas Data Driven Instruction and Inquiry is a precise and systematic approach to student learning.**
- **Transform Data into information (Assessment)→Information into Insight (Analysis)→Insight into Action (Purposeful and Intentional Instruction)**

**The Professional Learning Plan objectives are to:**

- **Increase professional learning based on expressed teacher needs, local and state assessment results, student outcomes, and district initiatives that are based on our collective goals.**
- **Correlate professional learning to student achievement and growth data.**
- **Provide pathways for faculty and staff participation in planning professional learning opportunities.**
- **Coordinate the planning process to ensure alignment and congruence.**
- **Review professional learning processes and assess evidence of impact.**

### **Organizational Professional Learning Goals**

**The 2023-2024 Adirondack Professional Learning Goals are as follows:**

- 1. Strengthen our K-12 academic program to ensure that all students graduate from high school and are college, career, and civic ready.**
- 2. Continue to integrate evolving 21<sup>st</sup> century technology into all classrooms, K-12, to enhance instruction and ensure that all students are adequately prepared to meet or exceed the global and innovative challenges of the future.**

3. **Maintain a positive, professional, collaborative culture within our learning community to enhance our ability to achieve success.**
4. **Focus on teaching strategies and professional learning for all staff to address mental health, children exposed to trauma, social skills, and soft skills.**

## **Philosophy**

**At the Adirondack Central School District, we are firmly committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual and progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.**

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

1. **Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.**
2. **Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.**
3. **Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.**
4. **Collaboration: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.**
5. **Diverse Learning: Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.**
6. **Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.**
7. **Parent, Family, and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.**

8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

## The Adirondack Central School District Vision Statement

The mission of the Adirondack Central School District is to assure that all students graduate with the knowledge, skills, behaviors, and attitudes necessary to succeed in the world of work, in higher education, and as productive, contributing members of society.

Adirondack Central School District, in collaboration with parents and the community, promotes academic excellence and embraces diversity in a student-centered environment ensuring every student has equitable access to acquire skills and knowledge to succeed.

## Adirondack Central School District Instructional Technology Vision Statement

The 21st century vision for the Adirondack Central School District is to ensure that each learner is provided with access and opportunities for technological experiences that directly supports their individual educational, social-emotional, and employment pathways. All students will be afforded with high functioning devices, evolving technology, and rich learning experiences that prepare them to be college, career, and civic ready learners.

Our instructional technology vision is to secure dynamic hardware for students and staff while facilitating targeted and purposeful technology integration through strategic planning, training, professional learning, and shared decision making with all stakeholders.



## **The Adirondack Central School District Goals**

### **Adirondack GOAL STATEMENT #1**

To build a collaborative partnership in our school and our community with open, transparent communication building trust and positive culture.

- Transparency
- Building connections with all stakeholders
- Building unity across the ACS District
- Encouraging utilization of District resources throughout the community

### **Adirondack GOAL STATEMENT #2**

The Adirondack Central School District is committed to supporting and sustaining a safe, respectful and accepting environment.

- Foster a mentally and emotionally supportive environment for all members of our school community
- Survey stakeholders/seek feedback
- Counseling services
- Wellness Center

### **Adirondack GOAL STATEMENT #3**

The district will provide an educationally sound and fiscally responsible budget that supports students in achieving the vision and mission of the district.

- Create, expand, and sustain educational opportunities for all stakeholders
- Develop and expand community-based opportunities

### **Adirondack GOAL STATEMENT #4**

The Adirondack Central School District is committed to providing a comprehensive academic program with customized learning for each learner to reach their maximum potential with high expectations ensuring students are prepared for chosen life endeavors.

- Increase graduation rate and increase Regents with Advanced Designation and/or Honors
- Increase performance on State assessment measures – focus on growth scores, not just proficiency
- Increase participation rates on state assessment measures
- Decrease students needing AIS (Academic Intervention Services)
- Increase students in advanced courses (AP, college, honors and advanced)
- Increase students earning Seal of Biliteracy and Seal of Civic Readiness

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## **A. Curriculum, Instruction & Assessment**

**The Adirondack Board of Education will adopt an articulated, standards based prioritized curriculum that is rigorous, aligns with the science of effective instruction, and prioritizes action planning , formative assessment strategies, and effective questioning techniques to increase student discourse.**

### **The faculty will:**

- 1. Identify desired academic outcomes for individual students;**
- 2. Use formative and benchmark assessments to inform instruction;**
- 3. Differentiate lessons that address individual differences and interests;**
- 4. Plan lessons using high yielding instructional practices to cognitively engage students and promote the development of higher order thinking, student discourse and meta-cognition skills;**
- 5. Give students opportunities to work collaboratively;**
- 6. Plan projects that require interrelated research skills; and**
- 7. Integrate instructional technology in the delivery of high quality, standards based instruction and assessment measures.**

### **Students will:**

- 1. Contribute to a safe and orderly environment, free from violence, drugs, alcohol and tobacco;**
- 2. Demonstrate respect for self, others, property and the learning environment;**
- 3. Actively engage in academics, co-curricular, and extracurricular activities;**
- 4. Achieve their full potential; and**
- 5. Develop the values and skills to become strategic learners, productive citizens in a global community, and promoters of a democratic society.**

## **B. Personnel**

### **The Board of Education and the Administration will:**

- 1. Employ and support the most outstanding individuals in their respective fields;**
- 2. Model attitudes and behaviors that we desire in our students; and**
- 3. Encourage the involvement of parents and the community in school programming.**





**The Administration and Staff will:**

- 1. Engage with students to ensure that all achieve their full potential;**
- 2. Model attitudes and behaviors that we desire in our students and staff;**
- 3. Seek and participate in professional learning opportunities, thus modeling life-long learning;**
- 4. Demonstrate a strong work ethic that we desire in our future generation of employed citizens;**
- 5. Encourage the engagement of parents and the community in school programs; and**
- 6. Provide information on student achievement and programs to parents and/or the larger community.**

**C. School Climate**

**The Board of Education, Administration and Staff are committed to supporting outstanding schools; together they will:**

- 1. Demonstrate a commitment to provide well-maintained physical facilities and promote a safe and orderly environment;**
- 2. Promote open and honest communication to develop strong relationships that are respectful, caring and cooperative;**
- 3. Work collaboratively to promote an environment that supports student success; and**
- 4. Provide private and public recognition for individuals and/or group achievement and accomplishments.**

**D. Parents and Community**

**To support the District's Vision Statement, Mission Statement, Goals, and programs, the parents and community will:**

- 1. Promote and emphasize the value of education, achievement and goal setting;**
- 2. Provide resources for an outstanding and whole-child educational program;**
- 3. Promote open and honest communication to develop trusting relationships that are respectful, caring and cooperative; and**
- 4. Fully utilize the facilities and resources of the District.**

## **Planning Process**

**Planning Process:** The purpose of the Adirondack Central School District's Professional Development Committee is to support the Board of Education and Superintendent's goals with respect to the overall role of professional learning and capacity building in support of the teaching and learning process as well as school district's operations and management as aligned with national, state, and regional initiatives.

**Stakeholder/Strategic Partner Groups:** The Adirondack Central School District's Professional Development Committee members include the Superintendent, all district-level leaders, building principals, the technology director, teachers, para-professionals, technology specialists, and strategic community members.

**Outcomes:** The Professional Development Committee and/or a sub-group of the committee meets regularly to review, evaluate, adapt, and pivot the district's Professional Learning Plan and formulate new goals and action plans based on district instructional and management priorities.

## **COVID Pandemic and the Rebuilding Process (2023-2024)**

The Adirondack Central School Professional Learning Plan builds upon, and continues the the tenets of the previous professional learning plan by identifying areas that the school district exceeded their intended vision in light of the COVID-19 pandemic as well as identifying ongoing deficient areas that require further professional development and targeted collaborative partnerships.

The school district plans to capitalize on the previous set of interrelated goals by developing and implementing intentional and purposeful professional learning and capacity building pathways. Consequently, the Adirondack Central School District will provide timely and specific instructional coaching support for the implementation of the New York State learning standards, the newly adopted K-8 ELA/Literacy Curriculums, and data-driven best practices.

## **Professional Learning and Capacity Building**

The Adirondack Central School District has a comprehensive, district-wide Professional Development Plan that includes a focus on Student Engagement (Total Participation), Data Driven Instruction and Inquiry, Instructional Technology Integration, Grading for Equity, and Restorative Processes. In cooperation with our vendor partners, such as BOCES, Model Schools, Amplify, The Reading League, Savvas, AMTNYS, NYSCATE, Problem-Attic, Screencastify, Nearpod, Edpuzzle, and Discovery Education, the district and building-level leadership teams will develop, plan, and schedule workshops and professional learning sessions to strengthen our teacher and leadership capacity in the classroom and during extended learning opportunities.

Faculty and staff also participate in Model Schools and other training initiatives offered by the Mohawk Regional Information Center (MORIC) and the regional BOCES. The district utilizes the electronic platform, Frontline Professional Growth, to assist staff in the registration and documentation of their professional development activities.



**TEAM**  
**ADIRONDACK**

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## New York State Education Department Regulations and Requirements

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

Adirondack Central School District and Jefferson-Lewis BOCES, and any other organization where professional development was attended, will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

### Requirements:

#### Continuing Teacher and Leader Education Requirements

The new law and regulation pertaining to registration, Continuing Teacher and Leader Education (CTLE) and Approval of Providers of CTLE requires, starting with the 2016-2017 school year, that any holder of a:

Permanent or Professional Teaching Certificate in the classroom teaching service, Permanent or Professional Leader Certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or a Level III Teaching Assistant Certificate to register with the Department every five years. Registration must be completed through the [TEACH](#) system.

The new law also requires, starting with the 2016-2017 school year, that holders of a Professional Certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) to complete 100 hours of (CTLE) during each five year registration period.

The professional learning must occur during the five year professional learning period which is defined in regulation as beginning on July 1<sup>st</sup>.

While teachers who hold Initial Certificates should engage in professional learning, the hours they accumulate do not factor into their 100 hours. Accumulation of hours will not begin until July 1st following receipt of a Professional Certificate.

The district records all teachers' professional learning hours and activities through Frontline Education/My Learning Plan. However, the certificate holder will be asked to attest to his/her completion of the 100 hours prior to his/her re-registration every 5 years. He/she is ultimately responsible for retaining a record of the CTLE programs attended and the number of hours completed.

## **Professional Learning and CTLE Requirements**

In order to meet these requirements and mandates, the Adirondack Central School District will define accepted staff learning activities and opportunities in addition to Superintendent Conference Days and other Staff Development Days.

The following categories of activities are potential opportunities to meet the needs of the school district in building teacher capacity *in addition to meeting the CTLE requirements set for by the New York State Education Department*:

- Participating in District-led professional learning
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, Local and Regional Teacher Centers, Regional BOCES, neighboring school districts and independent professional learning service providers
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification
- Collaborating with other teachers to examine case studies of student work and learning
- Participating in regional scoring of State assessments
- Creating and assessing teacher portfolios
- Participating in Mentoring programs (as mentor or mentee)

- **Engaging in research projects (includes online research)**
- **Participating in formal programs of peer coaching or participation in peer review**
- **Curriculum planning and learning**
- **Pursuing National Board certification or recertification (either as candidate or provider of support)**
- **Participating in reviews of student performance data to make decisions about one's own professional learning and goal setting**
- **Developing or collaborating on the learning of new programs, newly adopted curriculums and instructional methods**
- **Delivering targeted professional learning (e.g. conducting workshops)**
- **Development of Statewide initiatives**
- **Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes**
- **Service as an elected officer in related professional organizations**
- **Service as teacher center director**
- **Service/designation as Master Teacher**
- **Service on the State Professional Standards and Practices Board**
- **Participating in Professional Learning School activities or other school-college teacher learning partnerships**
- **Publishing in educational journals**
- **Developing and presenting research**
- **Serving on School Leadership committees**

## **Documentation of Participation in Professional Learning Activities by Staff**

Adirondack Teachers must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in Content, Pedagogy, Language acquisition addressing the needs of English Language Learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

### **Educator Documentation:**

Educators must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE. Adirondack teachers are strongly encouraged to maintain a CTLE Individual Record ([NYSED Form](#)).

Adirondack teachers will not need to send documentation of their CTLE clock hours to NYSED for the re-registration process. However, such records must be retained by the educator for at least three years from the end of the registration period in which the CTLE was completed and be available for review by NYSED upon request. For all CTLE activities, Adirondack teachers must be able to either:

- Provide the Completion of Approved CTLE Hour(s) Certificate form (NYSED [CTLE completion form](#)), or
- Be able to generate a CTLE certificate with the information requested on the CTLE completion form from our professional learning management system, Frontline Professional Growth (Formerly My Learning Plan).

Summaries and/or course descriptions of activities listed in Frontline Professional Growth will not be accepted as documentation of CTLE clock hours at this time if the Department requests documentation. Documentation of clock hours is critical upon completion of coursework.

### **Adirondack Central School District Documentation:**

The Adirondack Central School District must maintain records of the CTLE awarded for eight years and must provide educators with either:

- The Completion of Approved CTLE Hour(s) Certificate form (NYSED [CTLE completion form](#)), or
- Appropriate access rights to Frontline Professional Growth to generate a CTLE certificate of completion with the information requested on the CTLE completion form.

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**The Director of Curriculum and Instruction in cooperation with the Secretary to the Superintendent of Schools will log professional learning hours in Frontline Professional Growth/My Learning Plan's on-line database. Teachers can view their professional learning activities and hours on Frontline Professional Growth/My Learning Plan at any time.**

**This information will be communicated to the faculty and staff via handbooks, faculty meetings, ATA meetings and by teacher mentors.**

## **Providers of Professional Development**

**Adirondack Central School District Teacher-Leaders**

**Ms. Badaracco – Transportation Supervisor**

**Mr. Teachout – Director of Facilities III**

**Mrs. Cihocki - Business Administrator**

**Mrs. Smith - High School Principal**

**Mr. Roberts – Secondary Assistant Principal/District Safety Coordinator**

**Mrs. Collins – Middle School Principal,**

**Ms. Weber – WL Principal/District Data Coordinator**

**Mrs. Schafer – Boonville Elementary Principal**

**Mrs. Foye - Director of Special Education/Data Protection Officer**

**Mr. Faustino – Director of Curriculum, Instruction and Technology**

**Mr. O'Donnell - Interim Athletic Director**

**Mrs. Croniser - Cook Manager**

**Jacklyn Layton - Instructional Learning Coach**

**STEAM Coordinator(s) & STEAM Facilitator(s)**

**Mrs. M. Zeigler – Director of Library and Media Center**

## **Sponsor Approval**

**The content of the Adirondack Central School District Professional Development Plan is being supported and provided in part by Jefferson Lewis BOCES, MORIC, Adopted Curriculum Partners, The Reading League, Rally Education, Jefferson Lewis Teacher Center and approved vetted consultants.**



## **Professional Learning Process**

The process of professional development is as follows:

- 1. Collectively identify common district/building goals.**
  - Analyze student achievement data: historical, current, and projected data trends.
  - Identify needs using needs quality assessment measures.
  - Establish improvement criteria with measurable goals expressed in terms of student outcomes and within the context of the current grade level learning standards.
  - Utilize assessment tools representing a collective body of authentic data points.
- 2. Plan for implementation.**
  - Design and implement targeted professional learning sessions that address the needs as identified through historical and current data, faculty and staff feedback, and district-wide initiatives.
- 3. Implement professional learning (New Learning) techniques and strategies to increase student growth and achievement.**
  - Integrate learning models that provide student choice, differentiated learning opportunities, and ongoing intervention support.
- 4. Monitor progress.**
  - Collect staff implementation data and student achievement data.
- 5. Evaluate impact.**
  - Analyze data to determine subsequent professional learning efforts .

## **Alignment to Professional Learning**

Professional learning shall be aligned with the NYSED CTLE Standards, New York State Teaching Standards, assessment data, identified student needs, adult learning theory, and current research in education. In addition, needs assessments and evaluation of District-specific data will be analyzed to ensure that professional learning is grounded in and reflects culturally responsive classrooms and the tenets of diversity, equity, and inclusion.

## **CTLE Standards**

### **STANDARD 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.

### **STANDARD 2: CONTENT KNOWLEDGE AND QUALITY TEACHING**

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

### **STANDARD 3: RESEARCH-BASED PROFESSIONAL LEARNING**

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

### **STANDARD 4: COLLABORATION**

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

### **STANDARD 5: DIVERSE LEARNING**

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

### **STANDARD 6: STUDENT LEARNING ENVIRONMENTS**

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

### **STANDARD 7: PARENT, FAMILY AND COMMUNITY ENGAGEMENT**

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

### **STANDARD 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.

### **STANDARD 9: TECHNOLOGY**

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

### **STANDARD 10: EVALUATION**

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

## **Provisions for Mentoring Program**

Every professional development plan must include provisions for a teacher mentoring program and describe how the district will provide mentoring to teachers to fulfill the teaching experience requirement for a professional certificate by teaching in NY public schools. These teachers must participate in a mentoring program in their first year of employment.

The purpose of the mentoring component is to provide support for new and newer teachers in classroom teaching service to help ease the transition from teacher preparation to practice and thereby not only increase retention of teachers in public schools, but also improve student achievement in accordance with the new learning standards.

The professional development plan must describe the following elements of its mentoring program:

- The procedures for selecting mentors
- The role of mentors
- The preparation of mentors
- Types of mentoring activities
- Time allotted for mentoring

## **District Mentoring Plan**

The purpose of the Adirondack Mentoring Program for probationary teachers at Adirondack Central School is to ease the transition from preparation to practice, provide guidance and support during the critical early years of teaching, help new and newer teachers apply high yielding instructional practices in the classroom, and develop the instructional capacity to improve student growth and achievement.

Effective December 31, 2019 (not retroactive), teacher-leaders acting as a mentor to a new classroom teacher as part of a school district's mentoring program may, at the discretion of the Superintendent of Schools, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.

Teacher-leaders acting as a mentor to a teacher candidate may, at the discretion of the Superintendent of Schools, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

### ***Mentee Teachers Will:***

- A. Participate in the ACS Mentoring Program.**
- B. Be required to attend the New and Newer Teacher Orientation.**

- C. Collaborate with their mentors at least twice a month for professional dialogue.
- D. Complete and submit a [log](#) of mentoring activities to the New Member Coordinator annually. This log should include the type of activities and the number of clock hours spent on those activities.

*Mentors Will:*

- A. Be chosen by a committee which may consist of the Principal, the Department Chairperson and the New Member Coordinator, with all selections approved by the Superintendent. Every effort will be made to choose a mentor that is a tenured teacher working in the same school building as the new teacher.
- B. Be given the opportunity to receive training in the mentoring process.
- C. Attend the New Teacher Orientation.
- D. Meet with new teachers at least twice a month for professional dialogue.
- E. Complete and submit a [log](#) of mentoring activities to the New Member Coordinator annually. This log should include the type of activities and the number of clock hours spent on those activities.
- F. Provide a daily resource for new teachers to locate important forms and to identify building procedures.
- G. Assist with the development of high quality lesson plans through regular meetings to specifically discuss classroom lessons.
- H. Assist with the development of classroom management procedures by providing resource materials and guidance.
- I. Be an ongoing resource for new and newer teachers in the area of State Standards and curriculum pacing.
- J. Assist new and newer teachers in developing appropriate and effective communication with parents and community partners.
- K. Assist with daily challenges faced by new and newer teachers.
- L. Encourage new and newer teachers to be conscious of the need for positive public relations and become actively involved in community affairs.

*Principal(s) Will:*

- A. Make mentoring a priority.
- B. Make every effort to provide a common planning period or release time for collaboration between the mentor and the mentee.
- C. Keep supervision and evaluation a separate entity from mentoring.

- D. Recognize the efforts of mentors, new teachers, and staff.**
- E. Maintain an active interest in the mentoring program.**
- F. Be available to problem solve and provide timely and specific feedback.**

## **Confidentiality**

**Confidentiality is a critical component of the mentor-new teacher program. Establishing a safe and trusting environment is essential. If a new teacher is to thrive professionally, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be made public knowledge. Therefore, all shared confidences should be kept between the mentor and the mentee. Mentors will never make evaluative reports about the new member available to administrators or colleagues, either verbally or in writing.**

## **Provisions for School Violence Prevention and Intervention Training**

**The Adirondack Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes, but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.**

**Upon request or determination of necessity, the Adirondack Central School District will provide refresher coursework on school violence prevention and intervention.**

**In instructional settings, the Adirondack Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.**

## **Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education**

**Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent 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.**

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**The Adirondack Central School District's teachers will utilize the expertise and training provided by the Regional Bilingual Education - Resource Network to fulfill these requirements.**

**For all other faculty and staff, ADIRONDACK CENTRAL SCHOOL meets\* and will apply annually for an exemption from the professional development requirements in language acquisition for ELLs. The Adirondack Central School District has been granted the exemption for the 2023-2024 school year. Application for the exemption is submitted annually and all instructional personnel will be notified of the status of the exemption.**

*\*There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the ADIRONDACK CENTRAL SCHOOL total student population as of such date as established by the commissioner.*

**List of anticipated and continuing workshop topics, trainings, consultants and organizations to be offered and/or utilized during the 2023-2024 school year for which CTLE credit will be awarded and available across the Adirondack Central School District organization.**

Topic	Organization/Consultant Provider
19-A Certification Refresher	Transportation
2018 Law Conference	Ferrara & Fiorenza Law Firm
Annual NYS AHPERD Conference	NYS AHPERD Skills for Longevity
Addressing Core Deficits of Autism in the Classroom	NYS Autism Centers
Addressing the Core Deficits of Autism Session I & II	NYS Autism Centers
Administrator Lunch & Learn	BOCES
Adobe	BOCES
Advanced Manufacturing Career Pathway Work Session	BOCES
Annual District FFA Breakfast	Agriculture Educators District 5
Amplify Reading and CKLA	Amplify
APPR and Lead Evaluator Training	BOCES
Area School Counselor Summit	MVCC
Assistive Tech Meeting	BOCES
Association of Middle School Teachers Conference	AMST
Battle of the Books Training	NCLS
Beyond Requesting: I Definitely Have More to Say	American Speech-Language-Hearing Association
Chromebook Instruction	BOCES
Classroom Management	BOCES
Common Council and Communication Coordinator	BOCES
Council of Administrators	SAANYS
CPR Training	Adirondack School Nurses and American Red Cross
Crisis Management for School-Based Incidents Course	BOCES
DASA Certification	BOCES
DATAG	NYS School Districts Data Organization
Data Protection Training for Law 2D	MORIC
Data Warehouse	BOCES
Dyslexia, Dyscalculia & Dysgraphia	PESI Rehab

Effective Management – APL	BOCES
Effective Teaching	BOCES
Effective Teaching AP Training	BOCES
Effective Teaching II	BOCES
Effective Teaching Level I	BOCES
ELA Standards Training	BOCES
Elementary Math	BOCES
Elementary Math Make & Take	BOCES
Email Training	MORIC
enVison Mathematics	Savvas Learning
Equipment Specific Training	BOCES
Every Book is a Social Studies Book	BOCES
Excel Basics & Beyond the Basics	MORIC
Explicit Direction Instruction	BOCES
Fall Seminar for SUPA Calculus	Syracuse University
Family Engagement	BOCES
Family ID Registration System Training	MORIC
Fitting It All In	Staff Development for Educators
Fitting It All In: Managing Your Time	Staff Development for Educators
Foreign Language Test Building	BOCES
Forklift Training	BOCES
Game Based Learning	BOCES
Game Design	BOCES
Game of Logging	BOCES
GreatMinds (Eureka Mathematics)	BOCES
Greater Capital Region Teacher Center	BOCES
Growth Mindset (Dweck)	BOCES
HS Math	BOCES
Independent Evaluator Experiences	BOCES
Industry credentials	BOCES
Industry Specific Training Updates	BOCES
Informed Teaching	BOCES

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Innovation	BOCES
Instructional Best Practice	BOCES
Instructional Technology Training	Adirondack Central School District and MORIC
Interdisciplinary Collaboration	BOCES
Intro to Design Thinking	BOCES
JCC College Preparedness	BOCES
Leadership	BOCES
Lexile Framework	BOCES
Librarians	BOCES
Library Science	BOCES
Literacy	BOCES
Little Bits: Space and Makey Makey	BOCES
Make and Take	BOCES
Making Best Use of Free Google Tools, Apps and Extension for Math	Bureau of Education & Research
Calculus Seminar	Syracuse University
Manufacturing and Engineering	BOCES
Mass Customized Learning	BOCES
Math Standards Training	BOCES
Midwest International Band Clinic	The Midwest Clinic
Mohawk Valley Counselor Association	Mohawk Valley Counselor Association
MS Math	BOCES
MS/HS ELA	BOCES
MTSS	BOCES and The Reading League
Music	BOCES
Music Educators Conference Day	BOCES
MVCC Placement Test Training	Mohawk Valley Community College
My Learning Plan	BOCES
NATEF/ASE	BOCES
New Board Member Training	NYSSBA
New Teacher Mentoring	BOCES, NYSUT

Northeast Conference for School-Based Speech Pathologists	Bureau of Education & Research
NSTA Conference	National Science Teacher Association
nVision Regional User Group	MORIC
NY APT Trade Show	NYS Albany
NYS Alternative Assessment Training	BOCES
NY State Reading Association Conference	NYSRA
NYS Reading – Power of Literacy	NYS Reading Association
NYS Retirement System Employer Seminar	BOCES
NYS AFLT Annual Conference	NYS AFLT
NYSCATE Conference	NYSCATE
NYSCSS Social Studies Conference	NYS Council for the Social Studies
NYSTCE – Spanish Standard Setting	Evaluations Systems Group of Pearson
Online Learning Platforms	BOCES/Model Schools
OPALS Training	BOCES
Physical Education	BOCES
Poverty	BOCES
PowerSchool Updates	BOCES
Project Based Learning	BOCES
Recognizing Impaired Persons Training	NYS Stop DWI Foundation
Regional Middle School Science Curriculum Workshop	BOCES
Research Strategies	BOCES
Resiliency	BOCES
Restorative Justice	BOCES
Right to know	BOCES
School Business Management Workshop	NYS Association School Business Officials
School Counseling	BOCES
School Messenger Workshop	MORIC
School Psychologists	BOCES
School Safety	BOCES
School Tool Training	MORIC

Science	BOCES
SkillsUSA Fall Leadership Conference	Skills USA
Science Standards	BOCES/Science Partnership
Science of Reading	The Reading League
SLS Mentoring	BOCES
Social Studies Standards	BOCES
Social Thinking	BOCES
Special Education	BOCES
Special Education Law	National Business Institute
Special Education Update	Northern Tier Education Task Force
SSHSP CPE Cost Report Training	NYSED
SSL Conference	Section of School Librarians (New York Library Association)
Standards Based Grading	BOCES
STANYS Conference	STANYS
STEAM	BOCES
Student Centered Learning Conference	BOCES
Summer Institute – Model Schools	Model Schools
SUNY Operation Inform	Herkimer College
Teacher Evaluation	BOCES
Technology Integration	BOCES
Technology Showcase	MORIC
Texas Bandmasters’ Association Conference	Texas Bandmasters’ Association
Thoughtful Education	BOCES
Trauma Informed Care	BOCES and Connected Community Schools
Utilizing Learning Resources	BOCES
Vocabulary Development	BOCES
Washington Leadership Training Skills	Skills USA
Writer's Workshop	BOCES
Writing Standards Training	BOCES



**TEAM ADIRONDACK**

*#Team Adirondack*

*Connect ... Grow ... Collaborate ... Inspire*

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