

**Wilson Central School District
Professional Learning Plan
(CTLE - Continuing Teacher and Leader Education)
2024-2025**



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Vision:

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

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

Introduction	Purpose
The New York State Education Department has mandated that each public school district in the state have a Professional Learning Plan to ensure that all teachers have the substantial opportunity for Professional Learning (CTLE) in order that they remain current with the profession and meet the learning needs of students. The Wilson Board of Education supports Professional Learning (CTLE) in policy and practice and recognizes its ultimate potential to empower students in the achievement of the New York State Learning Standards and the Next Generation Standards.	The purpose of the Professional Learning Plan is to <ol style="list-style-type: none"> 1. Improve the quality of teaching and learning in order to meet or exceed the capacity for all students to meet the standards set by New York State 2. Increase systemic support for effective teaching and learning 3. Provide opportunities for all staff members to participate in high-quality professional learning

Needs Analysis
Throughout the school year teachers and administrators will examine data from New York State Assessments, Regents Exams, and local measures to identify gaps in learning or deficiencies in instruction. They will also identify strengths on which to capitalize and promote as part of collaborative learning. In addition, staff will complete a Professional Learning Survey each year as a way of self-reflection regarding their needs.

Professional Learning Opportunities	
<p>The Wilson School District supports Professional Learning and recognizes its importance as we continue to strive toward higher standards for all students. The work required in classrooms not only requires teachers to reflect on current practice but also to investigate and practice new strategies. Research has shown that the most effective professional learning is data-driven, standards-based, continuous, contextual, and job-embedded.</p> <p>Professional Learning (CTLE) opportunities shall include but are not limited to the following activities:</p>	
Opportunities	Topics
<ul style="list-style-type: none">• Superintendent's Conference Days• District Professional Learning Opportunities• School Improvement Initiatives• Professional Learning Communities• Faculty Meetings• Teleconference Meetings• Department Meetings• BOCES Workshops	<ul style="list-style-type: none">• Curriculum Mapping• Next Generation Learning Standards• Co-teaching K-12• Instructional Technology• Literacy and At-risk readers• Expanding the Capacity of Academic Intervention Services• Improving Response to Intervention Data Collection and Monitoring• Mental Health Education Literacy in Schools• Mental Health Supports and Services• Trauma Informed Instruction• District-wide Safety and Security• First Aid/CPR and AED

Expectation for Participation

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

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

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

Alignment with New York State Standards, Assessments and Student Needs

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

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

Training that explores the Next Generation Standards in ELA, Math, Science and the Arts have been and will be available to teachers.

Training in School Violence Prevention/Dignity for All Students Act

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

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

Mentoring

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

Sustainability

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

Accountability

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

Certificate holders will:

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

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

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

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

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