

Frewsburg Central School District  
Professional Learning Plan  
2022-2023

## Frewsburg Central School District Professional Learning Plan 2022-23

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## **Vision**

The Frewsburg Central School District is committed to providing a learning environment in which each student is guided to pursue excellence in all areas of academics, athletics, and extracurricular activities.

## **Introduction**

It has been the commitment of Frewsburg Central School to support on-going staff development for all employees. In particular, Frewsburg Central School has consistently allocated resources for the professional development of its instructional staff. As a result, the requirements of the State Education Department for the development of a systematic Professional Learning Plan are consistent with the vision and mission of Frewsburg Central School.

## Professional Development Committee Membership

Name	Title
Tiffany Frederes	High School Curriculum Coordinator
Lisa Burns	Teacher
Lindsay Marzec	Teacher
Amy Thompson	Teacher
Emily Spielman	Librarian (and parent rep.)
Shaun Laska	FFA President
Marty Murphy	Teacher/Dean of Students

## **New York State Department Regulations and Requirements**

This professional development plan is in compliance with [Commissioner Regulations 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.

Frewsburg Central School District in Partnership with Erie 2 BOCES 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, and number of hours, topic, and type of activity or program.

## Philosophy

We are committed to high-quality, research-based professional development 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 district, and building, 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.

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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.

## Organizational Professional Development Goals

Each year the Frewsburg Central School District establishes annual goals. The goals for the 2022-23 school year are taken from our mission statement, 'The Frewsburg Central School District is committed to providing a learning environment in which each student is guided to pursue excellence in all areas of academics, athletics, and extracurricular activities.'

The Professional Development Plan (PDP), which has been formulated for the 2022-23 school year, uses these goals as a foundation. This document addresses the professional needs of the instructional and administrative personnel to assist them in developing their personal and professional capacities.

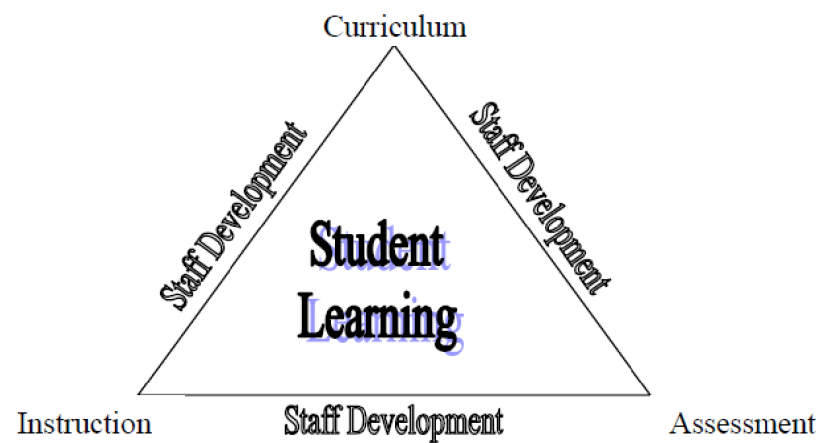
- *Student Achievement*- To ensure that all students meet high standards of academic performance and demonstrate the knowledge and skills required by a dynamic world.
- *Efficient and Effective Strategies for Student Achievement*- To plan and implement for student and community educational needs for the future through research and development, focusing on appropriate and timely program management, content, opportunity, and delivery.
- *Support for Staff Development*- To recruit and retain the best and brightest staff and provide them the opportunity to enhance skills through a comprehensive staff development program.
- *Support for Student Achievement*- To utilize a comprehensive long-range support process that complements the district's strategic plan to improve student achievement.



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This Professional Learning Plan (PLP) has been developed to clearly focus on the improvement of both instruction and student achievement through quality professional development.



## **Continuing Teacher and Leader Education (CTLE) Requirements**

### **Continuing Teacher and Leader Education (CTLE) Requirements for Classroom Teachers and School Leaders Holding a Professional Certificate and Level III Teaching Assistant Certificate Holders**

The Board of Regents, at its March 2016 meeting adopted a new 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.

These new Registration and CTLE requirements **do not** apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

### **Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders**

Required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

**Permanent classroom teacher and school leader certificate holders practicing in New York State school districts or BOCES will be subject to Registration requirements, but will not be subject to CTLE.**

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### **Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates**

Includes: School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers, are not subject to Registration or CTLE requirements.

### **Acceptable Continuing Teacher and Leader Education (CTLE)**

Acceptable CTLE must be taken from a sponsor approved by the Department. Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner's Regulations.

Acceptable CTLE must be conducted through 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. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

### **Measurement of Continuing Teacher and Leader Education (CTLE)**

CTLE credit shall only be granted for CTLE acceptable to the Department and conducted by a sponsor approved by the Department. 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.

### **Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements**

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

**Adjustments to the Continuing Teacher and Leader Education (CTLE) Requirement**

An adjustment to the CTLE requirement, in terms of clock hours and/or the time for completing CTLE, may be granted by the Commissioner, provided that the CTLE certificate holder documents good cause that prevents compliance, which shall include any of the following reasons: poor health certified by a health care provider, extended active duty in the Armed Forces, or other good cause acceptable to the Department which may prevent compliance. The Department will not pre-approve adjustments prior to the conclusion of a five-year Registration period.

## Needs Analysis and Professional Learning Goals

A district wide K-12 needs analysis was conducted to determine the focus areas for professional learning. The survey was completed anonymously by teachers via a google form. A link to the questions can be accessed [here](#). Following the data collection, the professional learning committee met to work on the action plan. Three main areas were identified as the focus for the next 3 2 years:

1. Social Awareness, Diversity and Equity
2. Motivation & Student Engagement
3. Technology Integration

Goal 1: Work towards the establishment of a socially aware culture.

Objective: All District employees will engage in meaningful conversations, exploration and research regarding diversity, equity and inclusion.

Activities and Strategies: Ongoing, multi-year learning with consultants from NYSUT and 'Teaching Tolerance' in a professional learning community format focused on; poverty diversity, anti-bias education, inclusive conversations and cultural awareness.

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Goal 2: Increase student motivation and engagement.

Objective: Focus on issues such as post pandemic attendance, 'doing your best', establishing a growth mindset, developing grit, school safety and school climate.

Goal 3: Provide peer-learning opportunities by using classroom teachers to share exemplary usage of technology in instruction.

Objective: Teachers will learn from one another on ways to integrate technology to enhance instruction.

## Mentoring Program

The Frewsburg Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

*All new teachers at Frewsburg Central School District holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. Teachers that are hired with a permanent/professional certification will be expected to attend the mentor meetings held 4x per year by the mentor coordinator.*

*The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.*

*In accordance with Commissioner's Regulations, the elements of the mentoring program include:*

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Procedure for Selecting Mentors	<p>The process of selecting Mentor Teachers is most significant to the success of the Mentor Program. The Mentor Teachers must be professionals who have achieved the respect and recognition of their colleagues and supervisors. The task of selecting the Mentor Teachers will be the responsibility of the Administration and Mentor Coordinator.</p> <p>Teachers will be invited to apply for any mentor openings via postings. The Administration along with the Mentor Coordinator will conduct interviews and select the Mentor Teachers.</p> <p>Criteria for selection of Mentor Teachers will include the following:</p> <ul style="list-style-type: none"><li>● Minimum of three years of employment with Frewsburg Central School District</li><li>● Permanent certification or license in professional discipline</li><li>● Willingness to participate in and successfully complete required staff development</li><li>● Willingness to accept responsibility to serve as a Mentor Teacher throughout the Mentee’s probationary period</li><li>● Demonstration of mastery of pedagogical and subject matter skills</li><li>● Superior instructional skills</li><li>● Positive personal traits and interpersonal relationships</li><li>● Related experiences (workshop/course presenter, coach)</li></ul> <p>In the event that an insufficient number of Mentor Teachers in a given area can be obtained from the original interviews, the committee will identify selected Mentor Teachers who could “cross mentor” or work with a Mentee outside of their area of expertise as necessary. In assigning Mentor Teachers and Mentees, the following criteria will be used:</p> <ul style="list-style-type: none"><li>● Immediate needs of the potential Mentee</li><li>● Similarity of assignment/certification match</li></ul> <p>Proximity between Mentor Teacher and Mentee work locations</p>
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<p>Role of the Mentors</p>	<p>The role of a Mentor Teacher is, at all times, non-supervisory. The Mentor Teacher will assist a Mentee in professional development and adjustment to a new career and organization. The relationship will be built in a collegial, non-threatening environment and may, if desired, include social as well as professional activities in order to build a strong personal relationship. The Mentor Teacher will respect the knowledge the Mentee brings to the field of education and encourage the Mentee to apply his/her expertise and individual skills to teaching. The Mentor Teacher, therefore, also grows from this experience.</p>
<p>Preparation of Mentors</p>	<p>The administrator has the overall responsibility for all instruction within the supervisory area. Consequently, the administrator must play a significant role in the development success of the Mentor Program. The administrator will facilitate awareness of the Mentor Program with all staff and will insist on support and cooperation for all staff in implementation of the program.</p> <p>Annually a Mentor Coordinator, a member of the teacher organization, will be appointed. The Mentor Coordinator will participate in applicable training activities of the Mentor Program in order to understand and effectively implement the program. The Mentor Coordinator will provide support for the activities of the Mentor and Mentee Teachers in the implementation of the program and respect the roles of both the Mentor and Mentee. Regularly scheduled meetings will be conducted to ensure Mentors are prepared to work with their Mentees.</p>
<p>Types of Mentoring Activities</p>	<ul style="list-style-type: none"> <li>● Mentor training and preparation</li> <li>● Defined set of mentor activities</li> <li>● Allocation of time for mentoring activities to take place</li> </ul>

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	*See quarterly mentor checklist attached
Time Allotted for Mentoring	<ul style="list-style-type: none"><li>● Observation of the mentee 2x per year (1 per semester)<ul style="list-style-type: none"><li>○ Include a pre- and post- conference and make note of dates and times on observation checklist</li></ul></li><li>● Formal meetings with mentee once per month<ul style="list-style-type: none"><li>○ Fill in the monthly reflection form to be used at monthly meeting with mentee</li></ul></li><li>● Informal meetings as often as possible but at least once per week</li></ul>

## School Violence Prevention and Intervention Training

Frewsburg CSD 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, Frewsburg Central School District will provide refreshers on school violence prevention and intervention.



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In instructional settings, Frewsburg Central School District will also utilize the Michigan Model curriculum. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

### **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.

Frewsburg Central School District teachers will utilize the expertise and trainings provided by the Regional Bilingual Education-Resource Network to fulfill these requirements if the ELL numbers reach or exceed 30 students. The district will be applying for a waiver to satisfy this PD requirement, as there are currently only (5) students meeting the ELL designation district wide.

For all other faculty and staff, Frewsburg Central School District meets\* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

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