



PROFESSIONAL LEARNING PLAN
2023 - 2024

B.O.E. Approved: July 31, 2023

PREFACE

Our mission at the Lansingburgh Central School District is to provide for all students a safe and nurturing educational environment where high expectations, rigor, life-long learning, and civic responsibility are developed and encouraged. It recognizes that quality professional learning is essential to the continuous improvement of the educational process. The district has long demonstrated a commitment to connecting professional learning to the improvement of student results and will continue to promote and assure the ongoing development and growth of its professional staff.

PROFESSIONAL LEARNING PLANNING COMMITTEE

Mission of the Professional Learning Planning Team:

To design an effective professional development program that ensures every activity is focused on student learning and classroom practices so that our schools become a learning community not just for students, but for teachers, administrators, and all staff members.

Professional Learning Planning Team:

Rebecca McGrouty, Assistant Superintendent of School Improvement

Shaun Paolino, Director Of Pupil Personnel Services

Joe Otter, Director of School-Community Partnerships

Gina Fusco, Director of Instructional Technology

Benjamin Seymour - Director of Human Resources

Melissa Santarcangelo, RPES Principal

Kelly Cataldo, TES Principal

Carrie Phelan, KMS Principal

Matthew Vandervoort, LHS Principal

Mary Haydock, Teacher, RPES/LTA

Adam Gregoire, Teacher, RPES/LTA

Robert White, Teacher, RPES/LTA

Lori Filarecki, Teacher, TES/LTA

Jill Flannery, Teacher, TES/LTA

Eileen Culliton, Teacher, LHS/LTA

Colleen Buff, Teacher, KMS/LTA

Lindsey Gibson, District TOSA for Instructional Technology

Jessica Dusenberry, Teacher, TES/RPES

The team has representation from each of the following constituent groups:

All four Lansingburgh CSD school buildings:

Lansingburgh High School

Knickerbacker Middle School

Rensselaer Park Elementary School

Turnpike Elementary School

Lansingburgh Teachers Association

Lansingburgh Administrators Association

Central Administration

DISTRICT PROFESSIONAL LEARNING INITIATIVES

Professional Learning Initiatives for 2023-2024:

- Implementation of Eureka Squared Math program in Grades K-6
- Continuation of phonological and phonemic awareness to the ELA program K-6
- Supporting staff in creating standards-based assessments to support the vertical alignment of standards-based instruction K-8
- Continued support in the Culturally Responsive Framework and Trauma-Sensitive Schools PK-12
- Continued support in the implementation of the Next Generation Learning Standards K-12
- Develop and strengthen data analysis to drive more strategic planning and instruction K-12
- Professional learning opportunities to support special area teachers and Pupil Personnel Staff in their specialized areas
- Integration of technology as an instructional practice PK-12
- Embedded professional learning in the form of coaching teachers in all subject areas
- Address deficits in professional learning opportunities as defined by staff in professional learning evaluations
- Build leadership capacity by promoting staff-facilitated sessions in each building
- Provide mentoring and support to untenured teachers
- Opportunities to explore, question, and debate to integrate new ideas into classroom practice
- Embedded coaching for principals and assistant principals

The following resources are included in the identification of professional learning priorities:

- Goals set forth by the District
- Goals set for the individual buildings
- Data analysis including:
 - NYS Assessments
 - Summative and Formative Assessments
 - School report cards
 - Teacher surveys
 - Evaluations of previous workshops
- Anecdotal and informal feedback from staff, TOSAs, administration, staff
- Formal assessment of current and past professional learning programs

PROFESSIONAL LEARNING OPPORTUNITIES

Professional learning opportunities are made available to all teachers and staff members. Professional learning opportunities may be targeted for specific groups, teams, and schools. Teachers are invited and encouraged to participate in activities and identify additional opportunities to meet individual needs.

Lansingburgh Academy

- Optional, after-school professional learning opportunities designed by the Professional Learning Team and facilitated by Lansingburgh Central School District staff and other partners. The need for courses is also determined by surveys and evaluations (See Appendix E).

Other Professional Learning Opportunities

- Embedded professional learning opportunities are available to implement instructional strategies consistent with the Next Generation Learning Standards and other NYS-mandated standards. (See Appendix A, B, C, D)

Questar III

- The district subscribes annually to the full range of professional learning, workshops, and conference opportunities offered by Questar III BOCES, including embedded coaching through the Office of School Improvement and Model Schools.

Conferences, Consultants, and Coaching

- Offered by or contracted through a variety of organizations such as CASDA, regional BOCES, the Office of Early Learning, colleges, and universities, the NYS Education Department, the Greater Capital Region Teacher Center, private consultants, and others. (See Appendix A, B, C, D)
- Instructional coaches and curriculum specialists provide job-embedded support for teachers. (See Appendix A, B, C, D)

Professional Learning Requests

The district recognizes that there may emerge previously unidentified needs for professional growth and learning topics not planned for throughout the school year. To assure the professional learning offered in the Lansingburgh Central School District aligns with our district goals and vision, there is a process for proposing new professional learning opportunities. Professional learning approved through this process will be considered part of this plan for the 2023-2024 school year (See Appendix F).

Professional Learning Request Procedures

For CTLE credit for professional learning, proposed outside of this PD plan, the professional learning offering must be approved through the District:

1. The person who is requesting the professional learning must complete an LCSD Professional Learning Proposal form through Frontline Professional Growth (Appendix F)
2. After the proposal is submitted on Frontline Professional Growth, the building principal will approve or deny the request. Their approval signifies that the Professional Learning being offered is aligned with the professional learning plan, directly relating to district and building goals for the 2023-2024 school year
 - a. Inservice credit will only be awarded if the course is outside of contractual hours and fulfills a district or building goal that is not available through Lansingburgh Academy or offered by the District in any capacity
3. The proposal is submitted to the Assistant Superintendent of School Improvement, who will review that all appropriate approvals have been reviewed and that the proposal is aligned with district goals.
4. It is the requestor's responsibility to ensure that they have attended and completed the professional learning, subsequently finalizing the professional learning in Frontline Professional Growth.
5. The Assistant Superintendent of School Improvement will then finalize the form, ensuring credit is given.

ELEMENTS OF THE PROFESSIONAL LEARNING PROGRAM

- Teachers possessing a professional certification will be required to register on TEACH and complete 100 hours of professional learning every 5 years, following the current New York State Education Department CTLE requirements. Included within the 100 hours will be all district-sponsored workshops (Lansingburgh Academy, Superintendent's Conference Days, department and grade-level meetings, Teacher Center and CASDA courses, and other workshops and activities qualifying for district in-service credit, and other professional learning activities as approved by the Superintendent of Schools or his/her designee) (Appendix H)
 - Of those 100 hours, teachers possessing their professional certification will be required by NYSED to complete 15 hours of ENL credit hours within five years
- Teaching Assistants possessing the Level III N.Y.S. Certification must maintain professional learning every five years for the certification to remain valid.
- All teachers are required to participate in a minimum of ten hours of professional learning annually through Superintendent's Conference Days, and half days, as designated by the Superintendent.
- The Lansingburgh Teachers Association contract provides for the awarding of in-service credit leading to salary advancements, in groups of 15 clock hours, equivalent to one credit. After three credits have been accrued, salary advancement will be instituted. This applies to pre-approved in-service opportunities, occurring outside the regular school workday, and will follow the professional learning request procedures. Inservice credit will be applied to salary in September and February only.
- Staff learning occurring within the contractual workday
 - Teachers who are approved to participate in staff learning occurring during the school day will receive credit toward their 100 hours.

- Each year, Professional Learning Programs designed by the district will be directly aligned to the specific and unique needs of the district and will consider student achievement indicators, needs of teachers, and instructional shifts.
- Teachers are responsible for maintaining records of their professional learning on Frontline Professional Growth and on a CTLE record-keeping form. They will maintain their CTLE certificates and provide copies to the district or NYSED upon request (Appendix I and J).

PROFESSIONAL LEARNING PROGRAM EVALUATION

The district program of professional learning is evaluated annually, the following methods:

- Professional Learning Committee members will meet minimally once per year with staff to obtain feedback regarding staff development needs.
- District-created professional learning evaluations, including evaluations for:
 - Superintendent Conference Days (Appendix K)
 - Superintendent Conference Half-Days
 - Contracted staff development
 - Lansingburgh Academy (Appendix L)
- Analysis of student achievement data
- Contracted evaluations for grant-funded programs
- Evidence of the knowledge and skills in classroom informal walk-throughs and formal observations by administrators
- Informal and anecdotal feedback of participants

PROFESSIONAL LEARNING PROGRAM FUNDING

- Federal Entitlement Grants
 - Title IA
 - Title IIA
 - Title IIIA
 - Title IVA
 - UPK Grant
- Local Funding
 - State-Funded UPK Grant 0545
 - State-Funded UPK Grant 0546
- Various Competitive Grants

LCSD TEACHER MENTOR PROGRAM

The purpose of Lansingburgh Central School District's New Teacher Mentoring Program is to support and encourage the professional development of new teachers in a way that will promote excellence in teaching. The program is designed to improve instructional performance; orient the new teacher to the culture of the school, school system, and Lansingburgh community; and promote norms of continuous learning and collaboration.

Teacher Mentor Program

- The mentoring program will provide guidance and support to teachers during their first four years of teaching in the district.
- Year 1 teachers will be mentored by selected teacher mentors, district curriculum specialists, consultants, and staff developers. Mentoring will include monthly meetings with teacher mentors, consultations, and other activities as deemed necessary by the administration and/or curriculum specialist. Release time for teachers for professional workshops, conferences, and visitations will be available as approved by the administration.
- New teacher support may include; in-class modeling of instructional strategies, lesson planning, student management, professional learning opportunities, teacher collaboration, assessment, and orientation to school policies and procedures by administrators or curriculum specialists.
- All teachers within their first year of employment as Lansingburgh Central School District teachers will be required to complete the 15-hour "Mentoring for Success" program, Lansingburgh Academy classes, and additional mentoring activities on an individual basis, planned collaboratively with the new teacher mentors. (See Appendix G).
- Probationary (and long-term substitute) teachers are required to attend a minimum of 15 contact hours of professional learning each year of the probationary period, offered through Lansingburgh Academy, through Year 3. Year 4, probationary teachers are required to complete 10 hours of Lansingburgh Academy courses.
 - First-year teachers will attend a one-day, six-hour summer orientation and accrue the remaining nine hours during the school year, attending building-level New Teacher meetings. On the rare occasion that a first-year teacher is unable to attend the summer orientation, an individual plan will be developed for that teacher with the Assistant Superintendent of School Improvement before the start of school in September.
- All untenured teachers will participate in quarterly meetings with the building principal, Assistant Superintendent of School Improvement, and the building curriculum specialist. During quarterly meetings, teachers will provide evidence of progress toward specific goals and set new goals for the next quarter. Curriculum Specialists will be mentors to all Year 2, 3, and 4 teachers.

APPENDICES

- A. [2023-2024 Lansingburgh High School Professional Learning Plan](#)
- B. [2023-2024 Knickerbacker Middle School Professional Learning Plan](#)
- C. [2023-2024 Rensselaer Park Elementary School Professional Learning Plan](#)
- D. [2023-2024 Turnpike Elementary School Professional Learning Plan](#)
- E. 2023-2024 Lansingburgh Academy Catalog - forthcoming
- F. [2023-2024 LCSD Professional Learning Request Form](#)
- G. New Teacher Mentor Program
- H. [NYSED CTLE Requirements](#)
- I. [District Created CTLE Individual Record](#)
- J. [NYSED Created CTLE Individual Record](#)
- K. [Professional Learning Evaluation](#)
- L. [Lansingburgh Academy Evaluation](#)

RESOURCES

[Learning Forward Standards for Professional Learning](#)

[International Society for Technology in Education \(ISTE\) Standards for Educators](#)