



Valley Central School District

Professional Learning Plan

2025 - 2026

Revised July 2025
BOE Approved July 28 2025

Valley Central School District 2025-2026

Board of Education

Joseph Bond
Katie McKnight
Frances Fox-Pizzonia
Robert Oakes
Diana Revoir
Jane Samuelson
Angela Terralavoro

Central Office Administration

Ms. Evette Avila, *Superintendent of Schools*
Mr. Brad Conklin, *Assistant Superintendent for Business*
Ms. Ivelisse Mojica, *Assistant Superintendent for Curriculum & Instruction*
Mr. Ivan Tolentino, *Assistant Superintendent for Human Resources*

2023-2025 Professional Learning Plan Committee Members

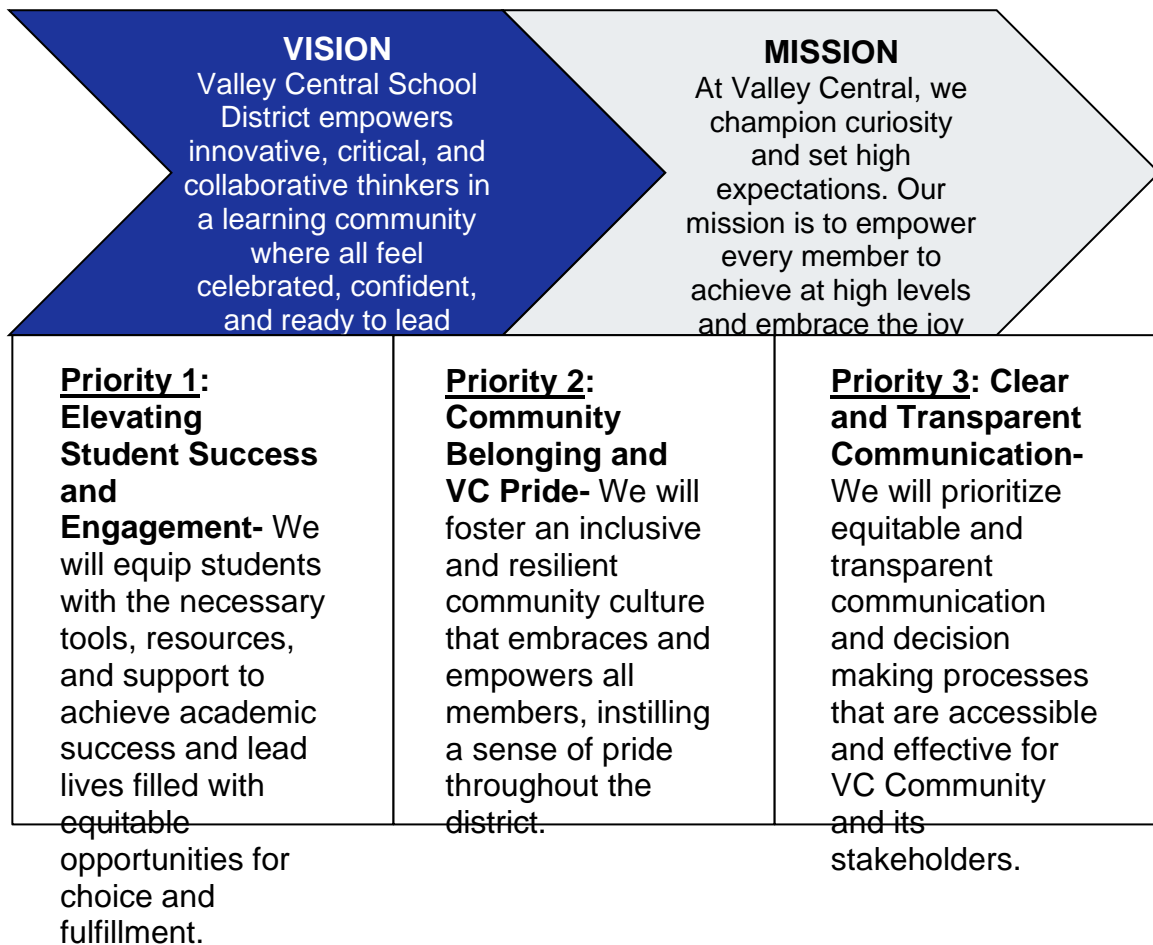
Ivelisse Mojica, Assistant Superintendent for C & I	Barbara Kaldon, SRP Representative
Jennifer Arroyo, Elementary School Psychologist	Star Langlitz, High School Teacher
Jayme Baxter, Middle School Principal	Tara LaPierre, Parent Representative
Patricia Bishop, Student Assistance Counselor	Linda Lettieri, Math Consultant
Samantha Borman, Paraprofessional	Samantha Michaelson, AIS Reading Teacher
Amy Doce, Berea Elementary Teacher	Amanda Presti, Speech Teacher
Lauren Elliott, East Coldenham Elementary Teacher	Danielle Quitoni, Montgomery Elementary Teacher
Taghreed Elkashef, Paraprofessional	Kimberly Ronaldson, Middle School Teacher
Hannah Fendt, Special Education Teacher, ALC	Roberto Satriano, ALC Teacher
Jessica Filangeri, Middle School Psychologist	Robin Sinclair-Scott, Berea Elementary Teacher
Micheal Gonzales, Music Teacher	Nicole Sosler, Math Consultant
Gregory Heidemann, Walden Elementary Principal	Amy Wendel, Literacy Consultant

Table of Contents

- I. Introduction
- II. New York State Professional Learning Requirements & Standards
- III. Continuing Education
- IV. Professional Learning Opportunities
- V. Teacher Mentoring and Induction Program
- VI. Needs Analysis

I. Introduction

Valley Central School District is committed to fostering a culture of continuous improvement and excellence in teaching and learning. This professional learning plan aims to empower educators with the skills, knowledge, and resources needed to enhance student achievement, ensure equitable practices, and support the holistic development of all learners. The Professional Learning Plan is directly related to the District's Strategic Plan:



VALUES

Achievement- Setting high expectations and providing support and resources to ensure all members of the VC community reach high levels of performance and to achieve excellence.



Community- Establishing an inclusive, positive and supportive environment with shared purpose and goals.



Empowerment- Fostering a learning community where all members of the VC community feel valued, make contributions, and have their voices lifted.



Trust- Creating a unified culture through collaboration, respect, and shared responsibility, where all members feel informed, valued and supported.

Throughout this document, we reference the ultimate goal of professional learning: improved student academic performance and overall student social and emotional well-being. The scope of professional learning in the Valley Central School District will not be limited to attending a workshop or participating in training. Professional learning will consistently be an ongoing process that involves sustainable improvement in student learning and instructional practices. Our approach to professional learning is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The quality of our professional learning programs is influenced by the New York State Professional Learning Standards.

The Valley Central School District is a school district of almost 4,200 students and approximately 1,000 full- and part-time staff. There is one high school, one middle school, four elementary schools and an alternative learning center. As part of our Plan, the Valley Central Professional Learning Committee will be the District's standing committee for Professional learning in accordance with the Commissioner's Regulations and Valley Central School District's Five Year Strategic Plan. There is representation on this committee from all schools and it meets bi-monthly throughout the school year. In addition to Professional Learning representation, the needs of the various schools are addressed in the following manner:

- *The Assistant Superintendent for Curriculum & Instruction facilitates multiple district wide committees throughout the school year with a diverse, collaborative group of stakeholders*
 - *K-5 Curriculum Committee meets bi-monthly throughout the school year.*
 - *6-12 Curriculum Committee meets bi-monthly throughout the school year.*
 - *The Mentor Program Committee is scheduled to meet a minimum of four times a school year.*
 - *The MTSS Committee meets bi-monthly throughout the school year.*
 - *DEI Committee meets four times a school year.*
- *The Assistant Superintendent will keep each of the schools informed through regularly scheduled administrative meetings which are held monthly.*
- *Building Principals will conduct regularly scheduled faculty, department, and grade level meetings to keep teachers and staff informed. These meetings are minimally held on Tuesdays weekly and may also be scheduled during professional periods that are contractually built into teachers' schedules.*
- *The needs analysis conducted as part of this plan will include data from all schools in the district.*

II. New York State Professional Learning Requirements and Standards

Continuing Teacher and Leader Education

Chapter 56 of the Laws of 2015 added a new section, 3006-a, to the Education Law to require specific

area holders of professional certificates to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period. This includes holders of a professional certificate in the classroom teaching service or educational leadership service (i.e. school building leader, school district leader, school district business leader) and holder of a Level III Teaching Assistant (TA) certificate who are practicing in New York public school, or Board of Cooperative Educational Services (BOCES.) This new requirement commenced with the 2016-2017 school year.

Commissioner's Regulation 80-3.6 (b)(1) requires that professional certificate holders and Teaching Assistant III certificate holders complete professional learning every five years (100-hours for teachers and school leaders and TA IIIs, effective July 1, 2016) in order to maintain their certification.

Commissioner's Regulation 100.2(dd) Professional learning requires each district and BOCES to collaboratively develop a plan for professional learning that is annually revised and approved by its board of education.

Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional learning.

Commissioner's Regulation 80-3.6 (b) School districts are required to ensure that a prescribed percentage of the required 100 professional learning hours be specific to the needs of English Language Learners (ELLs), co-teaching strategies, and integrating language and content instruction:

- 15% total hours ELL - specific professional learning for all those with Professional Certificate in classroom teaching and educational leadership service
- 15% total hours - specific professional learning for all those with a Level III TA certificate
- 50% total hours ELL - specific professional learning for Bilingual Education and English as a New Language/English as a Second Language (ENL/ESL) Teachers

For special circumstances that may prevent compliance, the statute also contains a provision, which allows adjustments to the 100-hour CTLE requirement to be made by the Department for health reasons, military service or good cause acceptable to the Department. The proposed amendment also provides an adjustment to the CTLE requirement for a holder of a teaching certificate who achieves certification from the National Board for Professional Teaching Standards for the registration period in which such certification is achieved, provided that the candidate meets the CTLE requirements in language acquisition, to the extent required.

Professional Learning Standards

New York State's Professional Learning Standards provide a blueprint for high-quality professional learning for all educators to improve outcomes that address the diversity of all students. Building on their knowledge and experiences, professional educators need to engage in on-going, sustained and continuous development, including an examination of practice as part of a lifelong professional pursuit of learning. These reflective practices are an integral component of the education profession. The professional learning standards are aspirational, sometimes providing a description of what is expected, while framing a vision of advancement by articulating clearly defined expectations and indicators of professional learning. The standards, as defined by the domains and quality indicators, will provide a framework that develops professional knowledge for learning and leading. They are grounded in the core belief that the most appropriate content for professional learning is contextual: the content needs to

fit the needs of the individual and their educational context. Through the utilization of these standards, educators have the opportunity to take an active role over their own professional learning.

The New York State Professional Learning Standards are based on an analysis and adaptation of the New York State Professional learning Standards (2009), Learning Forward Standards, as well as other national, state, and professional standards. The standards reference the importance of all stakeholders, including P-12 staff, parents, social workers, counselors, community members, teacher educators, higher education representatives and students.

Seven Domains

A. Professional Growth and Collaboration. Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning. Professional learning for professional growth and collaboration:

1. is ongoing, sustained, and supported from a systemic approach.
2. ensures that educators have the tools and opportunity to collaborate in a respectful and trusting environment.
3. increases educator effectiveness for all students and occurs within learning communities committed to continuous improvement, collective responsibility, and progress towards goals.
4. develops a culture for systemic shifts over time based on vision, growth, and collaboration.
5. focuses on the local school culture and individual needs of educators.
6. encompasses all stakeholders to create a vision for prioritizing, monitoring, and coordinating professional learning.
7. includes a support system for change not only within a school system, but also with relevant stakeholders and professional organizations.

B. Expanding Professional Capacity. Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students. Professional learning for expanding professional capacity:

1. deepens educator knowledge of the local and individual needs of students.
2. prepares educators to read, understand, apply, and/or conduct research and use data for informed decision-making.
3. leads to individual and collective approaches to sustain the long-term importance and relevance of professional learning.
4. leads to more effective and sustainable learning communities.
5. equips educators to identify and address problems of practice.
6. grows educator content and pedagogical content knowledge.
7. prepares educators to access and apply available resources.
8. encourages educators to reflect, identify and address areas for personal and professional growth.

C. Leadership. Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems. Professional learning for leadership:

1. includes teachers, teacher leaders, and administrators, at all levels who build a vision for professional learning.
2. emphasizes continuous learning, and capacity building to learn and lead for professional learning.

3. necessitates a thorough understanding of curriculum and instruction, effective and relevant practices and research, data, management, resources and budget.
4. demonstrates a commitment to P-20 collaboration, and coordination among all stakeholders.
5. prioritizes resources through a decision making process that engages appropriate stakeholders in determining needs and effectiveness of professional learning.
6. coordinates and assesses professional learning in ways that effectively utilize resources and ensure equity.
7. uses understandings of policy and complex systems to support change and growth of organizational frameworks for professional learning.
8. capitalizes on peer coaching/mentoring to support new educators as they incorporate new strategies into their educational setting.

D. Professional Learning Approaches. Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes. Professional learning approaches:

1. are goal oriented and engage in authentic problem solving and decision making.
2. provide feedback, ongoing assessment and an opportunity for professional reflection.
3. integrate appropriate technology to enhance and expand professional learning experiences.
4. are research guided and informed by local needs and demographics, providing context and relevance for all stakeholders.
5. incorporate diverse modes of teaching and learning strategies.
6. foster participatory engagement.
7. provide choice, differentiated instruction, individualized learning, and/or role or content specific options.
8. give consideration to alternative opportunities for individual educators to develop further expertise.
9. should be aligned to professional and/or content standard and translate theory to practice.
10. provide sustained experiences over time with continued support and opportunities.

E. Utilizing Data. Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. Professional learning utilizing data:

1. emphasizes the use of student pre and post assessments; formal and informal teacher and administrator evaluations; teacher, school, or state collected data; needs assessments; informal surveys; and community input.
2. examines disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced lunch and other factors.
3. needs to be relevant and appropriate to the context and population of students both culturally and demographically and to be evaluated for bias and cultural sensitivity.
4. is informed by a needs assessment, shaped by ongoing feedback throughout the experience, and evaluated for the professional learning impact.

F. Cultural Responsiveness. Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills. Professional learning for enhancing cultural responsiveness:

1. reflects on cultural self-awareness to help recognize one's own biases.

2. addresses the differing expectations and bias sometimes associated with culturally and linguistically diverse students by holding high expectations for all students accompanied by accessible and meaningful supports.
3. provides increased capacity for an on-going commitment to recognize, engage, and incorporate diverse cultures and backgrounds as assets for learning.
4. supports educators in developing safe, secure, affirming, supportive, and equitable learning environments for all students.

G. Engagement Among Diverse Communities. Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success. Professional learning for engagement among diverse communities:

1. fosters dialogue and effective means of communication within and among families, community members and other relevant stakeholders to increase understandings of diversity and culture.
2. assists educators with the knowledge, skill, and opportunity to meet the diverse learning needs of all students, and to engage and collaborate with parents, families, and other community members as active partners in the education of children and young adults.
3. develops understanding and continued learning about modern society, in which there are ever increasing connections and benefits of cross-cultural and international collaborations.
4. appropriately and effectively supports educators with professional learning to tap into resources within the geographic communities to support students, families, and educators.
5. promotes a respectful understanding of cultural, language, and socioeconomic issues affecting families in the local community and aligns resources to support unique demographics of community.
6. Encourages partnerships among schools, higher education, community organizations, and cultural institutions that benefit students and families.
7. considers current events and policy to proactively prepare for changes that may raise new challenges and opportunities.

Professional Standards for Educational Leaders

The standards, formally known as the ISLLC Standards, are foundational to all levels of educational leadership. They apply to principals, assistant principals and district leaders as they engage in similar domains of work as school leaders.

The standards have been recast with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well educated and prepared for the 21st century. The new standards elevate areas of educational leader work that contribute to student learning, but at one time were once not well understood or deemed less relevant. For learning to happen, educational leaders must pursue all realms of their work with an unwavering attention to students.

The standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

A more detailed version of The Standards for Educational Leadership can be found at http://npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

III. Continuing Education

Continuing Teacher and Leader Education (CTLE) Requirements – (100 hrs)

In an effort to support professional learning and tracking/maintenance of professional certificates, the New York State Office of Higher Education has streamlined the professional learning registration and tracking process as outlined below.

Registration

Commencing with the 2016-2017 school year, 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 business leader), OR
- a Level III Teaching Assistant certificate

is required to register with the New York State Education Department every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES. Registration will be completed through the TEACH system.

- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate issued **prior to July 1, 2016**, they shall register during the 2016-2017 school year during his/her month of birth, beginning on July 1, 2016 and shall renew his/her registration in the last year of each subsequent five-year period thereafter.
- For teachers and school leaders with a permanent or professional certificate or a Level III Teaching Assistant certificate issued on or **after July 1, 2016**, they shall be automatically registered and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five-year period.

For new registration periods, notices will be sent to the educator's email address listed in their TEACH account six months prior to their expiration period. Educators need to ensure their email address in their TEACH account is current and has been verified by the system.

Responsibility

The Valley Central School District is committed to helping teachers complete 100 hours of professional

learning every five years in multiple ways. The Valley Central School District will provide workshops and in-service courses throughout the school year including, but not limited to, Superintendent Conference days (both full and half days). Teachers and leaders may also request approval for workshops and in-service courses through the local BOCES, the Mid-Hudson School Study Council, the NYSUT ELT Program, the Mid-Hudson Regional Information Center, local teacher centers, and other organizations/colleges that meet the requirements of the Subpart 80-6 for approved CTLE. This maintains the validity of the professional learning plan, consistent with 100.2(dd) of the Commissioner's Regulations.

Additionally, VCSD will continue to notify teachers about program offerings throughout the school year. It is the teacher's responsibility to access the opportunities that exist.

Teachers may utilize the professional learning catalogs on Frontline to access opportunities. Additionally, they may enter individual professional learning opportunities through approved vendors and partnerships. It is the teacher's or leader's responsibility to submit a professional learning course approval form:

1. The approval form must be generated and submitted to the direct supervisor for approval.
2. If approved, the course will then be reviewed by the Assistant Superintendent for Curriculum and Instruction to confirm that their selected professional learning activity meets the State Education Department's Guidelines for the 100 CTLE hours regulation.
 - a. The Assistant Superintendent for Curriculum and Instruction will use the State Education Department's Guidelines to determine if the activity/course is appropriate. If acceptable, the form will be approved.
3. It is the teacher's responsibility to maintain a portfolio that documents the courses approved and successfully completed towards the 100 CTLE hours requirement.
4. Upon completion of the course, the teacher or leader must mark the course complete in Frontline.

All digital forms can be found and submitted on Frontline Professional Growth, formerly My Learning Plan.

Record Keeping

The teacher must keep a record of all professional learning completed during their professional learning period. Required documentation elements include:

- Title of Program
- Approved CTLE Provider
- Dates Attended
- Location
- Content/Pedagogy/Language Acquisition
- Clock Hours

Verification of Professional learning (PL) or Continuing Teacher and Leader Education (CTLE)

Verification should be in the form(s) listed in the table below. **Note:** all verification must show proper identifying information, including your name, as it appears on TEACH, the last four digits of your social security number and/or your date of birth.

Provider	Verification
Professional Learning completed at regionally accredited institutions of higher education or	<ul style="list-style-type: none"> ● CTLE Completion Certificate

institutions authorized by the Board of Regents to confer degrees and approved as NYS CTLE provider	<ul style="list-style-type: none"> • Transcripts as required by VCSD procedures
Professional Learning within certificate area, pedagogy or language acquisition through a NYS approved provider	<ul style="list-style-type: none"> • CTLE Completion Certificate • Transcripts as required by VCSD procedures
All others	<ul style="list-style-type: none"> • CTLE Certificate or Letter from Provider verifying PL

Records must be kept for eight years and be made available to the NY State Education Dept. in the event of an audit. Frontline Professional Growth (My Learning Plan), an on-line professional learning catalog will be used by the District as a support record-keeping tool. The State Education Department has provided a *Continuing Teacher and Leader Education (CTLE) Individual Record* form available at <http://www.highered.nysed.gov/tcert/pdf/donotsubmit-ctlerecord.pdf>.

Reporting

The Department will ask the certificate holder to 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 CTLE programs attended and the number of hours completed. Certificate holders will attest that they have completed the 100 hours of required CTLE, must retain records of completed CTLE, and must provide documentation if requested showing that they have complied with the CTLE requirement. The following steps should be taken by the certificate holder to ensure compliance:

- ✓ Establish or verify your TEACH account.
 - Go to <http://www.highered.nysed.gov/tcert/teach/> for step-by-step directions.
- ✓ Maintain a log of course/workshops taken and print out certificates of completion
- ✓ Alert your administration or the human resources office early to any problems with CTLE hours
- ✓ Educators are expected to maintain documentation for eight years.

Allowable Activities

Valley Central has approved the following professional learning activities to accrue towards teachers continuing professional learning requirements. The activities must be related to study in the content area, pedagogy, leadership, increasing student performance, or language acquisition for English Language Learners.

Approved Activity	Hours
Professional learning workshops- CTLE (attended)	Actual set hours
College coursework beyond initial Master's Degree in area of certification (in person or on-line)	15 hours per 1 college credit
Appropriate Professional Learning at Superintendent's Conference Days	3-6 hours
Appropriate Professional learning Half Days (3 days)	9 hours
Appropriate Professional Learning provided at Faculty Meetings	5 hours max
Professional Learning provided on Collegial Tuesdays or during Professional Periods	10 hours max
Appropriate Mentoring new teachers (VCSD Approved)	30 hours over 5 years
Supervising college level undergraduate and graduate student for student teaching (District Approved)	25 hours over 5 years

Curriculum planning and development (VCSD Approved)	Actual set hours
Completion of National Board Certification program (within 5 yr. window)	100 hours
District Committee Participation	Actual set hours

CTLE Language Acquisition Requirements

Educators who are subject to the CTLE requirement and hold a Professional English to Speakers of Other Languages certificate or Bilingual Extension annotation must 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 (ELLs).

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners, unless the District applies for and is approved for a waiver. The District must request this waiver each year. The Office of Curriculum and Instruction will communicate to certificate holders each year if the waiver was applied for and approved.

Continuing Education Requirements for Other Certification Areas

Licensed Master Social Worker (LMSW) and Licensed Clinical Social Worker (LCSW) - must complete 36 hours of approved continuing education courses for each triennial registration period. No more than 12 hours of continuing education activities in any 36 month period, or one-third of the total hours in periods of other length, may consist of self-study educational activities from New York State Education Department approved providers.

Our local Orange-Ulster BOCES is an approved provider for continuing education course work for licensed master social workers and licensed clinical social workers. Courses and trainings are provided throughout the year and are listed in Frontline Professional Growth and in their quarterly course Catalog. Staff may submit for approval to attend courses offered by the Orange County Trauma Institute, which is another approved vendor in our region.

Occupation Therapists and Occupational Therapy Assistants - must complete 36 hours of continuing competency learning activities during every three-year registration cycle.

- At least 24 hours of the continuing competency learning activities must focus on **professional subjects** (subjects that contribute to competent occupational therapy practice.)
- The remaining 12 hours can focus on one or more **related subjects** (legal, ethical, regulatory, health care, reimbursement, supervision, business practices, professional conduct and other topics that relate to the occupational therapy professions or contribute to the health and welfare of the public.)

Staff are provided, where appropriate, with training opportunities from the State Education Department approved as CE providers for continuing education.

IV. Professional Learning Offerings

The Valley Central School District will improve the quality of teaching and learning by ensuring that all

district stakeholders participate in professional learning. These learning experiences will be provided and made accessible to all instructional and non-instructional staff, paraprofessionals, and administrators. This Professional Learning Plan has been designed to be part of a comprehensive district plan and focuses on learning that will support educators and make them better able to improve student outcomes.

Mandatory professional learning is provided during Convocation Day, Superintendent's Conference Days, and school/program-based trainings. These professional learning opportunities provide a minimum of 15-20 hours of learning experience to our staff members each year. In addition to these hours, staff have additional opportunities to receive professional learning by attending conferences and regional trainings.

All courses, workshops and trainings are communicated through Frontline Professional Growth, our online registration and tracking system. In addition, the Assistant Superintendent for Curriculum and Instruction shares professional learning agendas with all staff on Superintendent's Conference Days.

Professional Learning Providers

Staff-led professional learning empowers leadership and fosters professional growth across the district. By aligning insights and strategies with district priorities, it cultivates a culture of collaboration and community. This approach to professional learning also brings a level of peer credibility and relatability that may be remiss when external facilitators lead learning sessions. Furthermore, this responsive nature of staff-led professional learning promotes continuous improvement and innovation, as facilitators and participants can adapt strategies based on real-time feedback and outcomes.

Our faculty is a tremendous resource and teacher led professional learning is leveraged throughout the school year. Faculty and staff interested in leading professional learning are encouraged to reach out to their building administration. After communicating with administration, staff members should complete the "Activity Proposal" form located under "Forms" in Frontline. At Valley Central:

- Alignment of our curricula with the NYS State Next Generation Learning Standards is a professional learning activity. We involve district teachers in the curriculum development process whenever possible.
- Literacy, Math and Instructional Technology consultants are trained to provide ongoing professional learning.
- We have teachers trained as turnkey trainers.
- Our local in-service program, staffed by district employees, continues to provide teachers with opportunities to expand their knowledge and develop new skills.

Institutions of higher education located locally and at a distance frequently meet professional learning needs. Locally, SUNY New Paltz and Mount Saint Mary College provide Bachelor's and Master's Degree Programs. Besides the degree programs, each institution provides workshops and conferences appropriate to our training needs.

Teacher centers exist in our area. The Mid-Hudson Teacher Center, Rockland County Teachers' Center, and Middletown Teacher Center provide opportunities for professional learning. Catalogues are provided and many different offerings are available. NYSUT professional learning courses are often provided at the teacher centers and on site.

Orange-Ulster BOCES, Ulster BOCES, and Putnam Northern Westchester BOCES also provide professional learning courses and micro-credentials. We partner with their instructional support departments to coordinate professional learning aligned to the district's goals and initiatives. Offerings

include, but are not limited to, implementation and alignment in PNW Social Studies Framework, Science 21, iReady, MTSS, and the Science of Reading. We often collaborate with other school districts through Orange-Ulster BOCES as well. Additionally, we have access to assorted on-line and asynchronous courses offered by BOCES and other approved institutions.

The Mid-Hudson Regional Information Center (MHRIC) provides a variety of training. Implementation of our student management system and special education management system rely upon the MHRIC for training and support. They also provide training in the use of hardware and software programs currently being utilized in our district.

Valley Central contracts with various consulting firms in addition to private consultants to provide the training we require. DillingerRAD, Higher Heights Youth Empowerment Programs, Inc., ALU Coaching & Consulting LLC, Jim Wright, Dr. Gess LeBlanc, and Michal Flynn are examples of consulting firms that we have used.

The chart below lists additional providers available to Valley Central School District that offer a variety of professional learning opportunities:

Provider Names		
Adelphi University	National Association for Music Education (NAfME)	Orange County Department of Mental Health, Access Supports for Living, Inc.
Advancement Courses	National Board Council of New York	Orange County School Boards Association (OCSBA)
Amplify	National Business Institute	Orange-Ulster BOCES
Art of Education Organization	National Council of Teachers of Mathematics (NCTM)	Pearson
Ball State University	National Council for Supervisors of Mathematics (NCSM)	Pearson - Anne-Marie Kimbell, Ph. D.
Be the Best Coaches	National Dropout Prevention Center	Peter McCarthy
Bureau of Education and Research (B.E.R.)	National Educational Association (NEA)	Putnam –Northern Westchester BOCES (PNW BOCES)
Capella University	National Science Teachers Association (NSTA)	Professional learning Institute - www.webteaching.com
Capital Region BOCES	New York Center for School Health	Professional learning Institute- UC San Diego
Center for Adolescent Research & Development (CARD)	New York Center for Teacher Development (NYCTD.org)	Professional learning Institute, Irvine, CA
Center for Spectrum Services	New York Schools Data Analysis Technical Assistance Group (DATAG)	Professional learning Institute; University of San Diego
College Board	New York State Art Teachers' Association (NYSATA)	Professional Education Systems Inc. (PESI)
Columbia University Teachers College	New York State Association for Computers and Technology in Education (NYSCATE)	Project Lead the Way
Council of Chief School Officers (CCSSO)	New York State Association for	Questar
Community Anti-Drug Coalition of America/Substance Abuse & Mental Health Services Administration (CADCA/SAMHSA)		Questar III BOCES
Cornerstone Family Healthcare		Ramapo College
Craig Coleman, MA, CCC-SLP, BCS-F		REED Charitable Foundation
Creative Smarts		Rockland Teachers' Center
Deborah Clarke Mars Education Center / Fort Ticonderoga, NY		Saint Joseph

Dutchess County BOCES Dynamic Learning Maps (NYSAA) Educational Research Newsletter and Webinars (ERN) Educational Vistas, Inc. Educators Publishing Services, Literacy & Intervention (EPS) Emergency Services Center Empowering Insight: Heart to Heart Florida Institute of Technology Fordham University Frontline Education Frontline Technologies Flynn Education Glazier Mega Football Clinic Green Chimneys Green River Greg Tang Homework Conversation (Jeffrey Huguenin, Ross Kasun, Edward Aldarelli) Hudson River Teacher Center Hudson Valley Code Enforcement Officials Hudson Valley Regional Bilingual Education Resource Network (HV RBE-RN) Hudson Valley School Food Service Hudson Valley West Family & Consumer Science Educators Hudson Valley Writing Project Hunter College (CUNY) Institute for Brain Potential Learners' Edge Gess LeBlanc Lesley University Marshall Cavendish Education Mathematically Minded (Christina Tondevoid) Medaille College Mental Health Association Middletown Teacher Center Mid-Hudson Prevention Resource Center Mid-Hudson Regional	Health, Physical Education, Recreation and Dance (NYSAHPERD) New York State Association for Women in Administration (NYSAWA) New York State Association of Family & Consumer Science Educators(NYSAFCSE) New York State Association of School Business Officials (NYSASBO) New York State Association of School Nurses New York State Band Directors Association New York State Board of Regents and Education Department New York State Center for School Health New York State Child Nutrition New York State Council for the Social Studies (NYSCSS) New York State Council of Superintendents New York State Education Department (NYSED) New York State Education Department (NYSED): Office of Bilingual Education & World Languages New York State Regional Center for Autism Spectrum Disorders New York State School Boards Association (NYSSBA) New York State School Counselor Association New York State School Facilities Managers Association New York State School Music Association (MYSSMA) New York State Technical and Education Assistance Center for Homeless Students (NYS TEACHS) New York State Turf Grass	School Facilities Association South Dakota State University Southern New Hampshire University Standards Solutions Stanford University Stony Brook University Stop DWI NY Sullivan County BOCES Summit Professional Education SUNY Albany SUNY Buffalo SUNY Center for Autism & Related Disabilities SUNY Empire State College SUNY New Paltz SUNY Orange SUNY Potsdam SUNY Ulster Southern Westchester BOCES/Lower Hudson Regional Information Center (SW BOCES/LHRIC) Teacher Education Institute Teacher Learning Center Rochester, NY Teaching the Hudson Valley Ten County Mathematics Educators Association (TCMEA) The Building and Construction Trades Council of Westchester and Putnam Counties New York The College Board The Irving and Gloria Schlossberg Family Fund and Vassar Temple The New York Center for Teacher Development The State University of New York Trauma Institute of Orange County Ulster BOCES Ulster County Regional Information Center United States Department of Education
--	---	--

Information Center (MHRIC) Mid-Hudson Regional Special Education Technical Assistance Support Mid-Hudson School Study Council (MHSSC) Mid-Hudson Teacher Center Mid-Hudson Technical Societies Minisink Valley Central School District Mount Saint Mary College National Association For the Education of Homeless Children & Youth (NAEHCY)	Association Conference New York State United Teachers Education and Learning Trust NYSUT - Online Courses and Seminars New York University (NYU) North Central University Northwest Evaluation Association (NWEA) Omega Institute of Holistic Studies, Rhinebeck, NY Orange County Counselors Association Orange County Department of Mental Health	University at Albany University of California San Diego University of La Verne University of San Diego Valley Central School District Vital Behavior Washingtonville Teacher Center We Connect The Dots, Inc. Westchester Coalition Western New York Consortium of Higher Education
---	---	--

V. Teacher Mentoring and Induction Program

Our Viking Mentoring Program (VMP) is a two year initiative designed to support educators and non-instructional support staff newly hired to Valley Central School District by pairing them with experienced mentors. Our goal is to foster professional growth, enhance instructional practices, and promote a collaborative school culture.

The mentor program at Valley Central is aligned with New York State Education (NYSED) Mentoring Standards and Program Guidance to ensure effectiveness and regulatory compliance. Our program aims to:

- Facilitate the transition into the educational profession at Valley Central by providing guidance and resources, and reinforcing professional preparation
- Reduce turnover by building supportive relationships and environment
- Strengthen instructional pedagogy, classroom management, and reflective practice
- Develop a collaborative learning culture among new and existing staff aligned to the district's vision and mission

In addition to mentoring, Valley Central provides a Viking Induction Program (VIP) for all teachers as defined in the VCTA CBA.

As per VCTA Collective Bargaining Agreement, certain teachers and other unit members shall, as a condition of their employment, be required to participate in the District's Viking Induction Program ("VIP") and Viking Mentoring Program ("VMP"). VIP and VMP are initiatives designed for newly hired unit members.

Program Structure

Program Duration

Valley Central's mentoring program is conducted over two academic years.

Year 1: 30 meeting hours between mentor and mentee above and beyond regular school hours

- If the mentee holds prior tenure, or has more than five years of teaching experience:

- Participation in Viking Induction Program (VIP) and Year 1 hours fulfills district mentoring requirements.
- If the mentee completed more than 10 Year 1 hours and holds prior tenure: the mentee enters Year 2 directly and completes the action research project.
 - If the mentee is not previously tenured and Year 1 is incomplete: the mentee must complete Year 1 of mentoring before proceeding to Year 2.
 - The mentor and mentee need to be aware of the hours already completed in order to complete the required 30 hours for Year 1

Year 2: 15 meeting hours between mentor and mentee above and beyond regular school hours, and 15 hours to complete an action research project independently. This project will be presented to the Board of Education in May at a regularly scheduled Board Meeting.

Program Components

Viking Induction Program (VIP)

All newly hired teachers (as defined by NYSED and the VCTA CBA) are required to attend the Viking Induction Program (VIP). The district will schedule and communicate a minimum of one day (up to two days) in August to host Induction. This day will include, but is not limited to:

- Welcome Breakfast
- Introductions: District/Building leadership, Board of Education Members, and assigned mentors
- Guest speaker
- Overview of district policies, procedures, and instructional systems
- Accessing logins, passwords, emails, specific student management systems, etc
- A foundational professional learning session

Mentoring Program Year 1

Year 1 consists of regularly scheduled mentor-mentee meetings to discuss goals, challenges, and progress. A series of workshops will be provided during this time and cover topics including instructional strategies, classroom management, student engagement, school culture and logistics, parent conferencing, and more.

Year 1 Topics
Building/Tech Nuts and Bolts– Who does what? - Introduction to school policies and procedures. APPR/Evaluation - Teaching According to NYS Teaching Standards (NYSUT Rubric) Classroom management strategies, procedures and discipline Union/Politics of Education/Tenure -UNION PRESENTATION Money: Personal Finances, Retirement Planning, School Finance/Budgets/Ordering Processes Lesson planning and curriculum alignment Building positive relationships with students, parents, and colleagues Effective use of assessments to drive instruction. Critical Thinking/Questioning Skills Outside Challenges: Social Media, Bullying, Drugs SPED– CSE Meetings

Professionalism/Professional Responsibilities/ Professional Growth
 21st Century Learning/Teaching-Flipped Blended Classroom/Hybrid instruction
 End of Year Procedures
 End of Year Reflection on instructional practices
 Report card training

Mentors and mentees are encouraged to visit one another's classrooms for the mentee to learn effective practices and mentors to provide constructive (non-evaluative) feedback to promote growth.

- Mentors will be available one day each semester for classroom visitations.

Mentoring Program Year 2

Year 2 consists of regularly scheduled mentor-mentee meetings building on action research/problem of practice. Mentors may schedule at least one classroom visit of their mentee.

Year 2 Program Outline	
<p>15 hours consist of the following:</p> <ul style="list-style-type: none"> - Differentiated instruction and meeting diverse student needs. - Advanced instructional strategies and technology integration. - Data analysis for improved student outcomes. - Leadership development and professional goal setting. - Preparing for tenure and long-term career growth. - Peer collaboration and contributing to school improvement efforts. 	<p><u>Course Pathway</u> If there is a scheduling conflict that cannot be changed, in lieu of attendance at meetings, the mentee may choose to:</p> <ul style="list-style-type: none"> - take a course of their choosing that is focusing on teaching/pedagogy - complete a graduate level course (as part of Masters Program) <p>The project must still be completed.</p> <p>Needs approval of the mentor and Assistant Superintendent for Curriculum and Instruction.</p>
10-13 hours consists of a research type project aligned to teaching/pedagogical delivery.	
2-5 hours consists of one-to-one mentor-mentee to discuss topics of their choosing/project/presentation and feedback on observation.	

Teacher Improvement Plans

Teachers who receive developing and ineffective observations will be required to complete a Teacher Improvement Plan. Non-tenured teachers will be required to have a mentor assigned to them as part of the Teacher Improvement Plan process. Tenured teachers on a Teacher Improvement Plan may be offered a mentor but are not required to accept one.

Mentor Selection

Mentors are appointed annually and must apply to the mentor posting in order to be considered. The mentor positions will be posted each spring. The Assistant Superintendent and representatives of the Valley Central Teachers' Association will review the applicants, interview, and select the mentors each school year.

When applying, mentors will join a pool of district mentors that may be assigned during a two year period, based on district and mentee needs. Appointments for mentoring will be done annually using the current pool of mentors.

Selection Criteria

- Tenure faculty in good standing
- Have strong communication and interpersonal skills
- Knowledge in pedagogy and curriculum aligned with New York State Standards
- Committed to fostering the growth of new teachers and engaging in professional development
- A genuine desire to empower others

Mentor-Mentee Pairing

Mentor assignments will be based on the needs of newly hired teachers.

- Pairing will be based on certification area, grade level, and/or building location
- Consideration will be given to personal teaching styles, areas of expertise, and mentee needs

Roles and Responsibilities

The primary role of the mentor is to provide guidance to our new teachers. Teacher evaluation is an administrative function and does not fall within the guidelines of mentors. The intent is to provide support for new teachers, ease the transition from teacher preparation to practice, increase the retention of new teachers, and increase the skill level of new teachers.

Mentors	Mentees
<ul style="list-style-type: none"> ● Provide support and guidance for new teachers <ul style="list-style-type: none"> ○ supporting interpersonal relationships ● Ease the transition from teacher preparation to practice ● Increase the retention of new teachers ● Increase the skill level of new teachers ● Assure that each special area teacher/Speech-Related Service teacher is paired or linked with someone in their field. ● Have the knowledge of resources for various areas and/or the professionals they should connect with to find out more ● Model effective instructional practices ● Offer constructive feedback and encouragement ● Participate in mentor training and evaluations 	<ul style="list-style-type: none"> ● Actively engage in mentoring activities ● Seek feedback and implement suggestions to improve practice ● Attend workshops and professional development sessions ● Reflect on progress and document experiences.

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Uphold NYSED’s mentoring standards in all activities | |
|--|--|

The District will provide training for our mentors on an ongoing basis. Mentor training will include, but is not limited to, the theory of adult learning, the theory of teacher development, the elements of the mentoring relationship, peer coaching techniques, and time management methodology.

Mentor Program Review

The *Mentor Program Committee* will monitor and evaluate the effectiveness of the Mentor Program on a yearly basis. The Committee will provide support to administration and the VCTA who will assume responsibility for disseminating and receiving the mentor applications, selecting the mentors, providing training as needed, and facilitating the evaluation of the Mentor Program.

Each year the mentee will complete an electronic Mentor Program Evaluation Form. Mentoring hour logs must also be completed and shared Human Resources and Curriculum and Instruction. These forms are maintained securely and used only for internal documentation– not to inform summative evaluations.

CTLE for Mentoring

- **Mentor:** A teacher acting as a mentor to a new teacher in the classroom teaching service as part of Valley Central’s mentoring program may credit up to 30 hours of such time toward CTLE requirements in each five-year registration period.
- **Cooperating Teacher:** A teacher acting as a mentor to a teacher candidate (student teacher) may credit up to 25 hours of such time toward his/her CTLE requirement in each five-year registration period.
- **Specialized Certificates**
- **Transitional Certifications (B or C):** Mentoring is required on a daily basis for the first forty (40) days of instruction, then as needed, but no less than once every three months. Mentoring to continue for entire time of transitional certification

Mentoring Documents and Resources:

Appendix A: [Mentor Position Posting](#)

Appendix B: Mentor Research Proposal

Appendix C: [Mentor Program Evaluation Form](#)

VI. Needs Analysis

The Professional Learning Plan is the product of continuous data review and analysis to address the principal goal of elevating student success and improving student achievement. Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning.

The following chart outlines the data sources used to develop and evaluate the Professional Learning Plan, as well as to coordinate the professional learning opportunities:

Data/Information Sources		
VCSD Strategic Plan	Graduation and Dropout Rates	Teacher, Student, and Parent Surveys
New York State Report Card	School Improvement Plans (SIPs)	Analysis of local benchmark data
New York State Accountability Report	Analysis of NYS Assessment Data Grades 3-8	Student Attendance Rates
BEDS Data	Analysis of NYS Regents Data	State benchmarks for student performance

The driving force of our Professional learning Plan is the District's Five Year Strategic Plan. Professional learning is provided to support the priorities and goals outlined in the plan.