



DRYDEN CENTRAL SCHOOL DISTRICT

PROFESSIONAL LEARNING PLAN

2023-2024

The Dryden Central Schools mission is to educate and empower each learner to achieve excellence and build a better world.

Dryden BOE Approval, 10/16/2023

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Introduction

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 substantial opportunity for professional learning in order that they remain current with the profession and meet the learning needs of students. The Dryden School District has developed this plan in accordance with this mandate as described in Part 100.2 (dd) of the Regulations of the State of New York. It is the goal of the Dryden School District to provide professional growth opportunities aligned with the New York State Learning Standards, based on a student data based needs analysis, and supportive of the District and Board of Education's goals.

Goals and Objectives

Our goals and objectives are also embedded in our District and School planning documents. These include the District Comprehensive Improvement Plan, District Technology Plan, School Counseling Plan, District Safety Plan, Comprehensive English Language Learner Education Plan, and Special Education Plan. Listed below are the topics that support our most recent school and district plans.

District Strategic Plan

- Cultivate Well-being to build a supportive school culture that promotes academic success
- Promote an intentional focus on data-driven literacy instruction across all disciplines

District Technology Plan

- Technology standards integration
- Media literacy
- Instructional technology specific to grade level or department

School Counseling Plan

- Consistent implementation of Tier I Social and Emotional Learning curricula for all students PreK-12
- Consistent and complete communication of MTSS protocols and procedures to the school community

District Safety Plan

- Emergency Drills
- First Aid, including AED and EPI Pens

Comprehensive English Language Learner Education Plan

- Support for English Language Learners
- Development of Curriculum to support Students with Interrupted Formal Education

Special Education Plan

- Consistent use of evidence-aligned reading instruction and assessment to inform interventions
- Implementation of Restorative Practices

Needs Analysis

The Dryden School District stakeholders will collaborate to initiate and support long-range staff learning activities enabling all its educators to deliver effective instruction based on research and designed to ensure student success. Groups that contribute include Shared Decision Making Committees in each building, as well as ad hoc committees tasked with creating state mandated improvement plans. During district and building level Strategic Planning, teachers and administrators review state and local data to identify gaps in student outcomes. This information is used to inform the actions of the Professional Learning Committee and develop appropriate professional learning opportunities.

Planning

Our professional learning plan is aligned with New York teaching, leadership, and learning standards. We include opportunities for teachers to learn about the specific needs of students with diverse linguistic and cultural backgrounds and how to respond with culturally appropriate and responsive practice. Consideration is given to address the unique needs of related service providers in the district and professional learning in support of their continued certification is organized through the Office of Student Services.

NYS School Improvement Status

In 2017-18 Dryden Central School District was identified as a “Target District” by the New York State Education Department due to low achievement and attendance by students in our local schools and students who reside in our district who are served by other educational agencies. Although we made progress towards the state benchmarks in 2018-19, the COVID-19 pandemic and resulting hold on the NYS accountability system has resulted in this status remaining unchanged. Our professional learning plan continues to support our faculty as they address the needs of all students.

Annual Trainings

Annual required trainings for staff (Right to Know, SAVE, DASA, Sexual Harassment Prevention, Mental Health Awareness, Building Safety, APPR) will be provided to all staff prior the start of school, but no later than September 15th. New hires will be trained within 30 days of starting work.

How Professional Learning Activities Are Provided

Professional Learning opportunities will be provided on Superintendent’s Conference Days, during faculty and team meetings, during school hours (depending upon the availability of substitute teachers), and outside of school hours as approved by the School Building Leaders and the Superintendent. The Professional Learning Committee defines "staff development activities" to include, but not be limited to, those listed in Appendix 1 - Activities in Support of Professional Learning Plans. Training may be provided by Dryden faculty and administrators, or other outside vendors. District administrators work closely with Tompkins-Seneca-Tioga BOCES, OCM BOCES, SUNY Cortland, and the Dryden Teacher Center to develop shared regional activities for teachers and administrators that support district goals.

Expectations for Participation

According to the regulations of the Commissioner of Education, Subpart 80-6 “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 this Subpart. 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 also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.”

Dryden CSD is approved by the New York State Education Department to provide CTLE credits. Professional certificates in all classroom teaching titles and all school leader titles, as well as the Level III Teaching Assistant certificate must be maintained through acquisition of at least 100 hours of CTLE credits every five years. Additional vendors which Dryden has approved to provide CTLE credit on our behalf are listed in Appendix 2 – Dryden CSD Approved CTLE Providers. Many other outside agencies are also approved CTLE providers. The list of sponsors can be found at: <http://www.highered.nysed.gov/tcert/resteachers/CTLESponsors.html>. Certificate holders are responsible for maintaining proof of their CTLE hours and are required to certify completion of this requirement.

NYSED requires that 15% of CTLE hours be dedicated to language acquisition addressing the needs of English Language Learners (ELLs). The DCSD is currently exempt from this requirement, as there are 149 or fewer English Language Learners (ELLs), who make up less than ten percent (10%) of our district's total student population.

Other professionals, including Speech-Language Pathologists, Occupational Therapists, and Social Workers, will be provided opportunities to complete a portion of their requirements for maintaining professional certifications.

Professional Learning Program Evaluation

The professional learning plan will be evaluated using Thomas Guskey's framework for evaluation. By addressing all five levels, we will ensure that our program meets the needs of teachers and has a significant impact on the academic and social well-being of our students.

Evaluation Level	Evaluation Tools
Level 1: Participants' Reactions Did faculty like the program, feel time was well spent, feel activities and material were relevant and learning useful?	Professional Learning Activity Survey Annual Staff Survey
Level 2: Participants' Learning Did participants gain new knowledge, skills and attitudes?	Professional Learning Activity Survey · Self-Reflections Annual Staff Survey
Level 3: Organizational Support and Change Are organizational policies and practices compatible with implementation of learning?	Annual Staff Survey Leadership Team Data Reviews Outside Expert-led Reviews
Level 4: Participants' Use of Knowledge and Skills Are participants using what they learned and adapting new ideas and practices to their settings?	Leadership Team Data Reviews Classroom Walkthrough Data Teacher Evaluation Data
Level 5: Student Learning Outcomes What is the impact on students?	State and Local Assessment Data Attendance Data Discipline Data Graduation Data Course Enrollment and Retention Annual Parent and Student Surveys

Mentor Program

The Dryden School District offers a comprehensive mentoring program as professional learning for all new teaching staff. Mentors are experienced, caring faculty members whose wisdom and skills with people and the job assignment are made available to a less experienced teacher so that she/he can quickly learn and succeed in her/his new responsibility. Mentor in-service training is required of all mentors.

Teachers are assigned a mentoring level based on their experience and need. Long-term regular substitutes (a semester or longer) are also assigned to a level on an individual basis. Long-term per diem substitutes covering Board of Education approved leaves of absence may be assigned a mentor, or an on-call mentor based on length of term and building administrator recommendation.

Mentor Program Levels

Level 1 - New to the profession, first full-time or part-time assignment

Level 2 - Advanced beginners

Level 3 - Experienced and in need of support for logistics and protocols

Program Topics

- Evaluation/APPR Procedures & Routines
- Dryden Culture 101
- Orientation to DFA (Dryden Faculty Association) District/BOCES Resources
- Technology (SchoolTool, Aesop, G Suite, MyLearningPlan)
- Roles & Responsibilities of Staff and Administration
- Inclusion/Working with Support Staff
- Parent Communication/Open House
- Discipline/Character Education
- Assessment and Progress Monitoring
- Evaluation/APPR Gap Analysis
- Reflection of classroom and instructional practices

Time for Mentoring

Mentor coaches, mentor teachers, and protégés will be released from classroom duties the equivalent of 1/2 day per month for visitations and collaboration from September through May. They may also be released from classroom duties for workshops and conference attendance. Additional time beyond regular school hours is necessary to fulfill mentor/protégé responsibilities. This might include conferencing, training, etc. On-call mentors will meet formally with protégés outside of contract hours.

Mentor Program Evaluation

The Mentor Program will be evaluated as to its effectiveness and practicality on a yearly basis. The Mentor Program Core Committee and the Mentor Program Coaches will undertake this task. Mentors and their protégés will complete an evaluation developed by the Mentor Program Core Committee. Results will be compiled by the Mentor Protégé Coaches and presented to the Mentor Program Core Committee for review. The committee will make recommendations for revisions.

Appendix 1 - Activities in Support of Professional Learning Plans

This list is taken from the New York state Education Department, Office of Teaching Initiatives web page, updated July 2016.

- Analyzing student data and student work to determine needed changes in the delivery of instruction
- Participating in reviews of class performance data over time to make decisions about one's own professional learning, based on student outcomes
- Collaborating with others to examine case studies of student work and development
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional learning service providers
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification
- Participating in regional scoring of State assessments, assessing student portfolios · Creating and assessing teacher or teaching assistant portfolios
- Engaging in research projects (includes online research)
- Curriculum planning and development
- Developing or collaborating on the development of new programs and instructional methods
- Service as a mentor, support teacher, helping teacher, or peer coach
- Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes
- Participation in study (collegial) circles such as "Critical Friends" activities, structured guided reflection activities focused on student learning
- Participating in formal programs of peer coaching or participation in peer review
- Participating in Professional Learning School activities or other school-college teacher development partnerships
- Serving on Strategic Planning, DCIP (District Comprehensive Instruction Plan) or SCEP (School Comprehensive Education Plan), or other school leadership activities or committees
- Delivering professional learning (e.g. conducting workshops, job-embedded modeling and coaching, providing pre-service teacher preparation courses)
- Pursuing National Board certification or recertification (either as candidate or provider of support)
- Service/designation as Master Teacher
- Engaging in Sabbatical work related to content specialty or enhancement of teaching strategies
- Teacher of the Year activities
- NYSTCE "assessor" or test development committee member
- Development of statewide curriculum
- Service as an elected officer in professional organizations
- Service as teacher center director
- Service on the State Professional Standards and Practices Board
- Developing and presenting a major paper
- Publishing in educational journals

Appendix 2 – Dryden CSD Approved CTLE Providers

The Dryden Central School District will utilize approved CTLE sponsors, as well as the following vendors:

Amplify

<https://www.amplify.com/>

Amplify creates K–8 core and supplemental curriculum, assessment, and intervention programs for students. Amplify provides training in core and supplemental programs in ELA, math, and science and formative assessment and intervention products that use data to help students build a strong foundation in early reading and math.

Data Wise Project, Harvard Graduate School of Education

<https://datawise.gse.harvard.edu/about>

The mission of the Data Wise Project is to support educators in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. Our vision is that every educator around the world is part of a thriving learning community that ensures that all students develop the skills, knowledge and dispositions that will allow them to live joyful and rewarding lives. Since 2006, the Data Wise Project has brought together teachers, principals, central office personnel, university faculty, and graduate students together to develop and field-test resources that allow educator teams to engage with the Data Wise Improvement Process and ACE Habits of Mind.

Discipline Associates, LLC DBA Teaching Learning Center

<https://www.tlc-sems.com/about-us.aspx>

Discipline Associates, LLC has recently partnered with the Teacher Learning Center. Allen Mendler, Brian Mendler, and Richard Curwin, authors of the Discipline With Dignity 3rd Edition: New Challenges, New Solutions, are proud to provide their educational expertise in the areas of classroom management, student motivation, and discipline to school districts all over the world. They and their associates offer a variety of consulting and training programs emphasizing practical, research based strategies that can be immediately implemented in the classroom.

Edmentum

<https://www.edmentum.com/>

Edmentum makes personalized learning an achievable reality in every classroom by delivering digital curriculum, proven assessments, and educational services.

Educational Solutions CNY

<https://www.educationalsolutionscny.com>

Educational Solutions CNY partners with school districts to support the academic, behavioral and social success of all students through professional development, on-site coaching,

observation and feedback. Educational Solutions provides training and support to school teams in topics such as response to intervention, universal design for learning, differentiated instruction, developing SMART IEP goals, functional behavior assessment, literacy development, bullying, violence prevention and other school culture issues.

Explore Learning

<https://www.explorellearning.com/>

Supporting Gizmos and Reflex Math. Explore Learning helps teachers utilize their products to provide students with independent practice with math and science concepts. Explore Learning uses an inquiry based approach to learning that has been validated by extensive research as a highly effective way to build understanding.

Institute for Multi-Sensory Integration

<https://www.orton-gillingham.com>

The Institute for Multi-Sensory Education's proprietary professional learning provides direct, systematic and sequential instruction that empowers educators to teach the foundation of the English language. Our revised and expanded research-based Orton-Gillingham training provides exceptional staff development. The Institute's instructional approach is ideal for: general education, special education, reading teachers, and learning resource room specialists.

International Literacy Association

<https://www.literacyworldwide.org>

The International Literacy Association (ILA) is a professional organization with a mission of connecting research and practice to continuously improve the quality of literacy instruction across the globe.

International Institute for Restorative Practices

<https://www.irlp.org>

The International Institute for Restorative Practices Graduate School is a private university in Bethlehem, Pennsylvania. IIRP Continuing Education brings together leading research, theory and practice to assist schools implementing restorative practices.

Kagan Publishing and Professional Learning

<http://www.kaganonline.com/>

Kagan Publishing and Professional Learning is all about engagement. Teachers, schools, and districts now use Kagan Structures to increase academic achievement, improve ethnic relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues. Training will be provided to teachers on effective integration of these techniques in all content areas and grade levels.

Learning Without Tears

<https://www.lwtears.com/>

Learning Without Tears is the parent company of two products used in our schools, Handwriting Without Tears and Keyboarding Without Tears. These programs help teachers and occupational therapists (OTs) facilitate the development of fine motor skills, pencil grip, and spatial awareness, as well as handwriting and keyboarding skills. Online training is provided as needed.

Lexia Learning

<https://www.lexialearning.com>

Lexia Learning is the provider of PowerUp and Core5 online literacy supplements. They provide online training for teachers in the use of these tools for intervention, progress monitoring, and reporting.

National Geographic

<https://www.nationalgeographic.org/education/professional-development/> National Geographic

Educator Certification is a free professional learning program that recognizes pre-K through 12 formal and informal educators committed to inspiring the next generation of explorers, conservationists, and change makers. These educators are part of a powerful movement to make the world a better place by empowering students to be informed decision-makers equipped to solve meaningful challenges in their communities and beyond. Don't just teach students about the world teach them how to change it.

New York Association of School Psychologists

www.nyasp.org

The mission of the New York Association of School Psychologists is to serve children, their families and the school community by promoting psychological well-being, excellence in education, and sensitivity to diversity through best practices in school psychology. Trainings provide DCSD faculty with the skills necessary to work effectively with students and families to promote social well-being.

Panorama Education

www.panoramaed.com

Panorama Education brings together social-emotional learning, multi-tiered system of supports, response to intervention, college and career readiness tracking, school climate, and student voice—all in one platform.

The Reading League

www.thereadingleague.org

The Reading League offers innovative and meaningful professional learning to thousands of educators through bimonthly Live Events, and through our annual conference that features reading experts from across the US and around the globe. The Reading League also partner with

individual schools and districts to disseminate research findings on approaches to teaching reading that achieve maximum instructional impact, and provides school-based coaches to support educators as they refine their practices.

Tompkins Cortland Community College

www.tc3.edu

Tompkins Cortland Community College works closely with school districts to enhance the opportunity and accessibility of education for students in Central New York. They support the student transition to college and careers by providing quality college credit and by connecting DCSD faculty with college faculty to promote career pathways, clarify college expectations, and raise awareness of Tompkins Cortland and its resources.

Savvas

www.savvasreallize.com

Savvas provides professional learning for MyPerspectives online curriculum.

Voyager-Sopris

www.voyagersopris.com

Voyager-Sopris professional learning solutions and services connect educators, researchers, and authors to increase student achievement. Ranging from literacy, to math, to classroom management and behavior, these resources engage educators in meaningful content and actionable, evidence-based practices. Dryden teachers are participating in LETRS training, an online course in the science behind reading instruction.

Winsor Learning

www.winsorlearning.com

The Orton-Gillingham method has been used with struggling readers for almost 100 years. It is one of the most widely studied, effective methodologies used today. Teachers are trained to use the Sonday System which is an effective literacy intervention utilizing this method.

Zearn

www.zearn.org

When teachers come together for Zearn Math professional learning they explore the mathematical ideas, visual representations, and teaching strategies that deepen student learning. Every teacher is empowered with more options to support kids where they are.