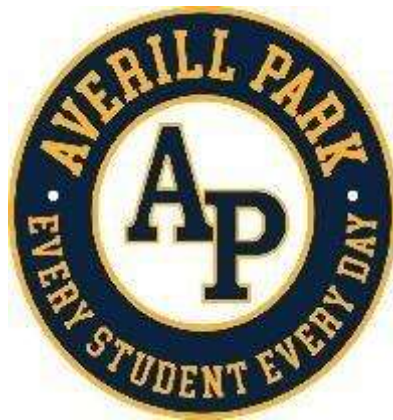


Averill Park Central School District

***Professional
Development Plan
2025-2026***



AVERILL PARK CENTRAL SCHOOL DISTRICT

DISTRICT PROFESSIONAL DEVELOPMENT TEAM

Members

	2025-2026
James Franchini	Superintendent of Schools
Mathew Hladun	Assistant Superintendent of Schools for Teaching and Learning
Kate Dorgan	Director of Teacher & Student Supports/Committee Chair
Keri Rosher	Principal
Sarah Flannery	Director of Special Education
Rian Colbert	Teacher/Tech Integration Specialist
Sarah Keegan	Teacher/Mentor Coordinator/Community Member
Sera Deo	Teacher/Community Member
Jane Lobosco	Teacher
Joann Harnden	Teacher
Jessica Cosgrave	Teacher

AVERILL PARK CENTRAL SCHOOL DISTRICT

District Name: Averill Park Central School District
BEDS Code: 491302060000
Superintendent: James Franchini
Address: 146 Gettle Road, Station 1
Averill Park, New York 12018
Phone: (518) 674-7055
Fax: (518) 674-3802
Email: franchinij@apcsd.org
Year(s) Plan is Effective: 2025-2026

STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date

NEEDS ASSESSMENT/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT

The Averill Park Central School District looks at multiple factors in determining professional development needs. The Professional Development Committee will provide ongoing needs assessments to promote systemic professional learning and student growth and receive feedback from all stakeholders.

The Averill Park Professional Development Committee has created a program of professional development based on the following:

- Averill Park District annual goals
- District plans- Technology; Guidance; Safety Plan; MTSS; Special Education
- Staff identified needs
- NYS School Report Card & ESSA data; Annual Yearly Progress of all subgroups
- Student standardized assessment results
- Universal Screening & Benchmark data
- On-going formative and summative assessments
- Comparative data on commencement assessments

PROFESSIONAL DEVELOPMENT SYSTEM

Expected Teacher/Assistant Participation

Professional development opportunities will be made available to all teachers and Level III Teaching Assistants. Opportunities may be targeted for specific groups, teams and schools. Teachers/assistants are invited and encouraged to participate in activities and identify additional opportunities to meet their needs.

Access and Communication of Professional Development Opportunities

In-district PD proposals:

The District supports staff learning from each other. To promote teacher participation, innovation, creativity and reflection, any staff member can submit an Inservice Course Proposal Form, located on the AP Teaching & Learning website. The proposal will be reviewed by a committee for feedback to the Assistant Superintendent of Teaching & Learning or Director of Teacher & Student Support.

Each proposal/instructor will:

- ❖ Be aligned with District goals & initiatives
- ❖ Aim to improve student learning

- ❖ Proposals may be approved, denied, or returned to the author with suggestions for compliance with the criteria
- ❖ Approved proposals will be entered into the Stafftrac catalog

In-district PD/in-service offerings:

All opportunities available within the district will be listed on the PD catalog within Stafftrac. Staff will sign up for course approval within Stafftrac for determination of Averill Park PD credit. If Averill Park PD credit is not allowed, staff is encouraged to continue with course participation to further their own learning.

Mandated annual trainings such as Right to Know/Blood Borne Pathogens, DASA, School Safety, EDLaw2D, Workplace Violence and Sexual Harassment will be provided to all staff at the beginning of each school year to meet regulated completion dates, if applicable.

Out of district offerings:

Local offerings from commonly used providers (ex: Capital Region Teacher Center) are shared with staff on a regular basis by district staff.

Staff may self-initiate locating professional learning opportunities that are sponsored by organizations outside of the Averill Park District and seek approval via Stafftrac. If PD credit is not allowed, staff will be encouraged to participate for their own learning needs.

Staff making a conference request must use the Stafftrac conference request template for determination of approval prior to the event. Upon approval, the district will complete the registration process via a purchase order and cover other related costs.

For multi-day state/national conferences, staff may also consider applying via the Averill Park Education Foundation Grant for Teachers.

Approval & Record Keeping

The Professional Development Committee will review and ensure opportunities are provided to assist those with Initial and Professional certification to obtain the professional development hours as required by NYS Education Department. All certificated professionals, including Level III Teaching Assistants, will have a record of all professional development related to certification within the District's online program StaffTrac. Stafftrac allows teachers & Teaching Assistants (Level III) to register for in & out of district offerings; Apply for in-service or CTLE credit; request permission and financial support to attend out-of-district conferences and workshops; and submit certificates of attendance/completion. All district sponsored CTLE opportunities will have CTLE certificates issued for each opportunity and stored within Stafftrac for 8 years as required by NYS regulation.

Per Article 18 of the APTA contract, members who have satisfactorily completed courses in their field of service for in-service credit as approved by the Superintendent, will be compensated. Following the completion of the course, teachers/teaching assistants must submit evidence of

completion with assigned CTLE hours or an official transcript. Workshops or courses will be approved for professional development credits if they are sponsored by an accredited institution or included in the NYS CTLE sponsors listing (<http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>)

Continuing Teacher and Leader Education- CTLE

(Note: this section does not apply to teachers who hold Permanent Certification)

Teachers with Professional Certificates must complete 100 hours of professional learning/CTLE every five (5) years in order to continue to hold certification and teach in New York State. The first professional development period begins July 1 following the effective date of the Professional Certificate.

The Averill Park School District will annually provide opportunities for faculty to engage in high-quality professional development. A number of these activities are eligible to obtain CTLE credit towards the 100 hour requirement set forth by the NYS State Education Department. NYSED defines eligible CTLE opportunities as follows: Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- Content area(s) of the certificate(s) held,
- and/or Pedagogy,
- Language Acquisition addressing the needs of English language learners.

Courses completed at an institution of higher education can count towards the CTLE requirement only if the institution is an [approved CTLE sponsor](#) and awards CTLE clock hours for the courses.

Opportunities provided by the district allocated within the teachers' school year to meet this requirement may include:

- Superintendent's Conference Day workshops and trainings - Limited to the portions that support the improvement of pedagogical; leadership skills; or improve student performance.
- Workshops, conferences, in-service offerings, and technology integration opportunities
- Online courses and webinars (from NYS CTLE providers)
- Release time during the school day for *guided* curriculum work- approved CTLE time
- Annual health and safety trainings

- Teacher evaluation using Danielson Frameworks to promote professional growth of all staff as per Annual Professional Performance Review plan (APPR)

NYS website for Approved Continuing Teacher and Leader Education (CTLE) Sponsors:

<http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>

Tracking of hours

It is incumbent on the individual to maintain their own recording document of the 100 CTLE hours. AP approved courses will be logged via Stafftrac. All district sponsored CTLE opportunities will have CTLE certificates issued for each training attended and stored within Stafftrac for staff to access/print.

Any CTLE activities completed outside of the district will be recorded by the individual and not a responsibility of the district to track. Each staff member will need a Certificate of Completion from the provider to be used as evidence of their hours. If the out of district course is also approved for district inservice, then the CTLE certificate must be submitted as evidence of completion.

NYS sample documentation form can be found at:

<https://www.highered.nysed.gov/tcert/pdf/donotsubmit-ctlerecord.pdf>.

TEACHER MENTORING PROGRAM

Additional information is described in the “Mentoring Guidebook” located on the Teaching & Learning website

Purpose

Averill Park’s Mentoring Program is a three-year continuous series of professional development activities where new teachers are introduced to Averill Park’s culture, processes and structures. Its goal is to minimize the transition to the District thus maximizing student learning and development and to enrich all teachers’ knowledge about teaching and learning (pedagogical practices). The Mentoring Program is part of a larger system of Professional Development Plan. New teachers will work with a mentor who will offer support, challenge and vision throughout the first year of their employment at Averill Park. Second year & third year teachers have the option to work with a peer mentor for the purpose of supporting a culture of continued growth and collaboration among teachers.

Mentor Selection

The Mentor Coordinator will secure a list of tenured professionals, with five years of experience in APCSD, who are interested in being a mentor and who have completed an application & attended an approved mentor training. The building principal/Asst Superintendent for Teaching & Learning will work with the Mentor Coordinator to find the right mentor for the newly hired professional.

Priority will be given to teachers who meet the criteria and most closely match the subject area/grade level of the Mentee.

Role and Responsibilities of the Mentor

- Regular interaction with the mentee
- Confidential feedback on curriculum and instructional planning/delivery, classroom environment/management, and professional responsibilities
- Model teaching techniques, effective communication skills with families and display professionalism
- Offering support through empathic listening and by sharing of experiences
- Facilitating reflection and problem solving on methodology & counseling through difficulties
- Accessing building, district and state resources for the new teacher
- Scheduling visits at mutually agreed upon times to allow for structured conversations around areas of interest and concern
- Keeping an accurate record of time spent with the new teacher and submit to the Mentor Coordinator at the end of the year
- Attend mentor training sessions and informational meetings
- Self-evaluate, using a provided checklist, to assess his/her relationship with the Mentee

Preparation of Mentors

Mentors will have completed the District's "Danielson Frameworks for Teaching" training. Additionally, they will minimally complete 6-hours of Mentor training. Mentors will meet with the Mentor Coordinator to ensure understanding of the role they are taking on and required reporting of time spent.

Mentors will attend New Teacher Orientation with Mentees in August and have at least one half-day to work with the mentees on orientation to their assigned buildings. Quarterly group meetings will occur during the school year in addition to individual times set up between the mentee and mentor.

Mentoring activities may include:

- New Teacher Orientation
- Development of goals
- Peer-coaching
- Mentor model/demonstration lessons
- Participation in in-service courses
- Building level Mentor-Mentee support groups
- Visitations (within and outside of the district)
- Mentor/Mentee planning sessions and/or discussions on topics such as curriculum, instructional strategies, preparation for evaluation, teacher responsibilities, classroom management, or parent conferences

Time allotted for mentoring

For mentees that are new to teaching:

Prior to the start of the year: Meet with Mentee a minimum of 6 hours

Monthly: Meet with Mentee individually for a minimum of 2 hours

During the year:

Attend 3 building meetings together and participate in 3 release days

Participate in 3 release-time experiences. First one must be before December 1st.

For mentees with prior teaching experience:

During the year, meet with a monthly mentee group for a minimum of 15 hours per year.

Participate in 2 release-time experiences.

CTLE hours for Mentors

Teachers who provide mentoring may earn CTLE clock hours in the following manner effective December 31, 2019.

- Teachers acting as a mentor to a new classroom teacher (year 1) as part of a school district's mentoring program, may credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate (after year 1) may credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Professional Development Goals 2025-2026

Focus Areas with action steps	Time frame	Evaluation Method
<p>Teacher Leader’s Support</p> <ul style="list-style-type: none"> ● How to be a Leader ● Using Common Formative Assessments within a data cycle ● Use of AI to support curriculum work ● Elementary Leader Book Club “Time of Change” 	<p>July 16, 2025</p> <p>Support throughout the school year at BLT meetings</p>	<p>TL Workshop Feedback</p> <p>Formal and informal teacher leader conversations on ALT progress</p>
<p>De-escalation Strategies</p> <ul style="list-style-type: none"> ● Provide TCI initial training course with Cornell trained trainers ● Provide refresher classes for administrators, teachers & staff with prior coursework ● Support teachers throughout the year with challenging situations 	<p>Administrators- Aug 12, 2025</p> <p>Refresher- October 21, 2025</p> <p>Initial Course- Winter 2025</p>	<p>Tracking of suspension data</p> <p>Activity attendance sheets</p> <p>Inservice Feedback Survey</p>
<p>MTSS: Executive Functioning</p> <ul style="list-style-type: none"> ● Elementary Monday Exchange opportunities ● Sharing of strategies in a shared google drive 	<p>Throughout the year</p>	<p>PD feedback survey</p> <p>Elem MTSS survey</p>
<p>Science of Reading</p> <ul style="list-style-type: none"> ● Elementary Monday Exchange opportunities ● Literacy MTSS team will develop comprehensive plan for full implementation 2026 ● Wilson Reading inservice 	<p>Throughout the year</p>	<p>PD feedback survey</p> <p>Inservice Feedback Survey</p>

<p>STEPS</p> <ul style="list-style-type: none"> • Danielson training • Reviewing data • Goal and Project Development to implement 	<p>Sept 30</p> <p>Spring 2026</p>	<p>PD feedback survey</p> <p>Mentoring survey</p> <p>Changes on performance ratings on teaching standards</p> <p>Inservice Feedback</p>
<p>On-going Co-teaching Support</p> <ul style="list-style-type: none"> • Co-teaching Teams will meet over the summer to develop plans/procedures for the beginning of the school year • Superintendent Conference Day co-planning • Monday Meeting Collective for cross building sharing of best practices 	<p>July & August</p> <p>Throughout the year</p>	<p>PD feedback survey</p> <p>Formal & informal conversations with teachers involved</p>
<p>AI</p> <p>HS- Embedded coaching on the use of AI in the high school classroom.</p> <p>MS- Through use of meeting presentation(s), the staff will learn resources to use with lesson development and Google Classroom</p>	<p>Throughout the year</p>	<p>PD feedback survey</p>
<p>Grading & Reporting</p> <p>HS- Monday Meeting Break out options</p> <p>MS- Book Club</p> <p>Elem -Monday Exchange opportunities</p>	<p>Throughout the year</p>	<p>PD feedback survey</p>