



Jamesville-DeWitt School District

Professional Learning Plan

School Year 2025-2026

APPROVED BY PLP COMMITTEE

June 5, 2025

Jamesville-DeWitt School District Professional Learning Plan

BEDS CODE: 4204 1106

Superintendent: Dr. Peter Smith

Address: PO Box 606, DeWitt, NY 13214

Phone: 315-445-8304 Fax: 315-445-8477

Years Plan is effective: 2022-2023

Composition of Professional Learning Team

Superintendent:	1
Administrators:	2
Teachers:	14
Parent:	1
Curriculum Specialist:	1
Higher Education Rep:	1
Teaching Center Director:	1
Community Member:	1

Number of school buildings in district: 5

Table of Contents

New York State Department Regulations and Requirements	3
Philosophy and Approach to Professional Learning	3
Delivery of Professional Learning for the 2023-24 School Year	4
Professional Learning Planning Team	4
Professional Development Time Analysis	5
Professional Learning Needs/Data Analysis	6
Needs Assessment Sources	6
Professional Learning Focus Areas	6
Periodic Evaluation	9
Description of Mentoring Program	9
Professional Development Record Retention	12
Provisions for School Violence and Prevention Training	12
Appendix A -- CTLE Approved Providers	13
Appendix B -- Professional Learning at a Glance	14
Appendix C -- Elementary Curriculum Meetings	16

New York State Department Regulations and Requirements

This professional learning plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The plan has constructed requirements for professionals' participation in professional development, which will be outlined within the action plans. On an organizational level, principals, teachers and teaching assistants can anticipate, on average, opportunities to gain at least 20 CTLE sponsor-approved hours per year.

Jamesville-DeWitt Central School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, training, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

Philosophy and Approach to Professional Learning

Professional development at Jamesville-DeWitt is a vital component of our commitment to serving our teachers and paraprofessionals and we are committed to their success. We offer high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to employees is tailored to the needs of the district and building, coherent and supportive across grade levels or content areas, and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards

(<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. Collaboration: Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family, and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Delivery of Professional Learning for the 2025-26 School Year

The majority of the updates to the professional learning plan involve the content and topics that school staff will engage with. Based on the tasks outlined in the strategic plan, the school district will also continue to focus on the method of delivery of professional learning during the 2025-26 school year.

Specifically, the district will develop:

- A system for teacher-to-teacher support
- Opportunities for teacher-led in-district professional development
- Ways to embed professional development into the structure of the teacher school day

Professional Learning Planning Team

The professional learning team will be responsible for annually revising the Professional Learning Plan and recommend adjustments to meet the needs and goals of the district. The district curriculum staff and the Teaching Center director will coordinate professional learning offerings designed to satisfy the plan. In addition to the PLP Team, the building principals, building level teams, and Teaching Center Coordinating Council will all be involved in providing ongoing input and suggestions for professional learning that meet the areas of need for the district.

The needs of the individual buildings will be addressed in two ways:

1. All buildings have at least two representatives on the district PLP team.
2. Student data is disaggregated by building and grade to allow for differentiated support. School-based teams develop job-embedded professional learning opportunities based on data and need.

Professional Development Time Analysis

The district currently schedules approximately 28 hours of professional learning per year. There are three scheduled Superintendent's Conference days, which total approximately 18 hours. Teachers/leaders/teaching assistants also attend one faculty meeting per month, which lasts approximately one hour. All district staff participate in mandatory annual training through the Global Compliance Network. Teachers/leaders/teaching assistants may also be required to attend professional learning during the school day based on initiatives or individual needs. Staff members also participate in monthly, one hour Curriculum Meetings.

Beyond required scheduled professional learning; the district will continue to offer a variety of other professional learning opportunities within the scope of budgeted funds. These opportunities provide teachers/leaders/teaching assistants holding a professional certificate to maintain such certificates in good standing by successfully completing the required number of professional learning hours every five years. These opportunities provide teachers holding the English to Speakers of Other Languages certificate to maintain good standing for professional learning that meets the needs of English Language Learners. These professional learning opportunities will strive to be culturally responsive and reflect the needs of the community the school district serves and students with exceptional learning needs.

Professional learning opportunities are offered in a variety of formats including:

- Syracuse University graduate course work
- After-school workshops and activities
- Summer curriculum writing and training
- Attendance at conferences and workshops
- Participation in study groups
- Hosting a student-teacher or practicum student(s)
- Faculty, department, and grade-level meetings
- Attendance at workshops sponsored by the Regional Bilingual Education Resource Network (RBERN)
- Peer observation
- Other approved opportunities pursuant to C.R. 100.2

For new staff, the district has an induction program prior to a new teacher beginning in the classroom. Please see the Mentoring section for more information on the support and professional learning provided to new staff.

Professional Learning Needs/Data Analysis

Throughout the 2024-25 school year, Jamesville-DeWitt partnered with the Blueprint Strategic Planning to develop a multi-year strategic plan. This was a comprehensive process that intentionally involved all of the district's stakeholders.

The entire community was invited to provide input on priorities and focus areas through a ThoughtExchange survey. Participants were able to review the comments from other participants and rate them. The results from the ThoughtExchange helped identify three priority areas: Academic excellence, Enhanced student and family experience, and Safe and efficient operations.

A community team was convened to review the district's mission, vision, and core values, provide feedback on the priority areas, and suggest strategies to achieve our goals.

In addition to the strategic planning process, the district also assembled a group to focus specifically on professional learning. The team, made up of teachers, building administrators, and district administrators, conducted a root cause analysis based on student outcome data to identify possible areas of improvement.

Needs Assessment Sources

The district gathered information for analysis from the following sources:

- District and school report card
- District and school accountability reports
- Special education reports
- JD/SU Teaching Center
- Student attendance rates
- APPR data
- Student assessment data
- State standards for student performance
- Stakeholder interviews
- Focus groups
- Community survey
- Data analysis conducted by consultants
- Classroom observation data and reports

Professional Learning Focus Areas

After an in-depth needs analysis, the district prioritized the following three focus areas for professional learning. We will leverage *High-Impact Instruction* by Jim Knight as a foundational resource for the 2025-26 school year.

FOCUS AREA 1: Content Planning

High-impact planning involves (a) creating guiding questions that point towards the big ideas, skills, and knowledge students need to learn; (b) developing formative assessments that enable teachers and students to monitor progress and that serve to guide teachers as they adapt and differentiate instruction to increase learning; and (c) creating learning maps

that graphically depict the learning students will experience. Guiding questions, formative assessments, and learning maps provide a structure for student learning, and they make the outcomes and sequences of learning transparent so students understand the key ideas and when they will be learned.

FOCUS AREA 2: Engaging Instruction

The district will focus on five high-impact instructional strategies that each, in its own way, has a dramatic impact on learning and engagement:

1. **Thinking prompts**; that is, provocative devices such as video clips, works of art, or newspaper clippings that are rich in dialogue
2. **Effective questions** that reinforce and intensify different kinds of learning
3. **Stories** that teachers can tell to clarify and reinforce student learning
4. **Cooperative learning** where student mediate their learning rather than being directed by the teacher
5. **Authentic learning** -- activities that are relevant and meaningful for students

FOCUS AREA 3: Community Building

We will focus on six easy-to-implement, powerful strategies for building positive, productive learning communities that teachers can implement to create learner-friendly cultures that encourage response, productivity, and learning.

Periodic Evaluation

The district will provide schools with reports every ten weeks with the impact of initiatives and professional learning. Evaluation of all professional learning will consist of the following:

- The number of staff participating in professional learning
- Feedback from staff members regarding the impact of professional learning experiences
- The impact on instruction as witnessed through peer/leader observations
- Student achievement, attendance, social emotional wellness, and discipline

Additionally, there will be ongoing “bridges-to-practice” where staff will have opportunities to apply, reflect, and receive feedback on the three focus areas. They will be staggered throughout the year in faculty, department, and team meetings.

Description of Mentoring Program

Statement of Purpose

The Jamesville-DeWitt Mentor/Mentee program is part of the induction program for teachers/leaders who are new to the district. The Mentor/Mentee program benefits new teachers/leaders by increasing confidence and independence, assisting in the learning and improvement of instructional and classroom/building management skills, facilitating learning and professional growth, and providing opportunities to share and learn from experiences. This program is intended to provide meaningful support to new staff as they strive to meet the high teaching performance standards expected by the district and New York State. The mentor/mentee relationship formally lasts one school year with

additional support in subsequent years provided by supervisors and department chairpersons.

The Jamesville-DeWitt Mentor/Mentee program meets the requirement of a mentored experience as stipulated in Section 100.2 (and updated guidance from 12/15/22) of the New York State Education Commissioner's regulations regarding professional teaching certification.

Program Design

The mentoring program is designed to facilitate the selection and preparation of quality mentors, define the mentoring relationship and support program evaluation and improvement. A schedule of activities will accompany the program to outline the program structure and required content.

The Role of the Mentor

The mentor's role is to provide support to the mentee. The role of the mentor should not be construed as limiting or supplanting the authority of school administrators or supervisors to evaluate the performance of the mentees. Likewise, information shared between the mentor and mentee is not to be used as part of an evaluator's judgment of the mentee's job performance.

During the summer prior to the start of school, mentors will review their roles and responsibilities with their building principals/supervisor. The review will include information on how to build a positive relationship with the mentee, how to engage the mentee in critical reflection activities, and the opportunities provided throughout the year for the mentor and mentee to learn together.

The mentoring activities mentioned below may occur at different times throughout the year. Some activities can easily take place during the school day while others may require meeting before or after school. Whenever possible, common planning time will be provided for the mentor and mentee to meet.

Mentoring activities may include:

- Participation in summer training/meetings as scheduled by the district and building principal
- Sharing of internal and external resources to assist in discussions of relevant topics
- Modeling instruction
- Peer observation
- Co-planning instruction
- Peer coaching
- Team coaching

Minimally, the mentor should expect to assist the mentee in the following:

- Learning building/district procedures
- Promoting new and innovative practice through co-planning and co-teaching
- Developing sound classroom/building management strategies
- Developing effective parent communication strategies
- Completing report cards
- Implementing home-school communication strategies
- Preparing for Open House and Curriculum Night

Mentors cannot "do it all." They must guard against overload and attempt to assist the mentee in advance of "crunch" times, such as the end of marking periods.

The Role of the Mentee

The mentee's role will be one of active participation in the mentor/mentee process. The mentee must be open to learning, take responsibility for their growth, and demonstrate an appreciation for the mentor's support.

Mentees are accountable for the activities outlined in the plan and will effectively communicate with their mentor by seeking guidance when necessary, receiving feedback receptively, and participating in the program activities.

Mentee activities may include:

- District induction
- Observing modeled instruction
- Peer observation
- Co-planning instruction
- Peer coaching
- Team coaching

Selection of the Mentors

Jamesville-DeWitt encourages any tenured teacher interested in serving as a mentor to notify his or her principal. The criteria for the selection of mentors include, but are not limited to, the following:

- Instructional level or department of the mentee
- Content area or discipline of the mentee
- Availability of common planning time
- Level of experience at a grade level (or a course)
- Mentor/Mentee compatibility of educational views and personalities

Building principals are charged with choosing mentors from the list of volunteers. No teacher/administrator will ever be forced to be a mentor. Once assigned, a list of mentors/mentees will be shared with the Jamesville-DeWitt Faculty Association (JDFA) building representative, the JDFA president, the Superintendent of Schools, and the coordinator of the mentoring program.

It is understood that decisions on mentors are made with the hope of creating a successful long-term working relationship that benefits both the mentor and the mentee. Ultimately, however, the success of the relationship is primarily dependent on the efforts of the two professionals involved.

Professional Development Record Retention

The district will maintain a record of the professional development for all staff according to the State set guidelines on record retention and as defined in the 100.2 General School Requirements. Additionally, the certificate holder shall maintain his/her own record of completed professional development. These records will include: program title, total number of hours completed, number of hours completed to help English Language Learners, sponsor's name, attendance verification, and date/location of program, date of birth and last four digits of SSN. The district and certificate holders are required to keep these records for three years after the 5-year cycle in which they were applied.

Provisions for School Violence and Prevention Training

Jamesville-DeWitt is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school violence prevention and intervention. Such workshops shall consist of at least two hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Jamesville-DeWitt will provide refreshers on school violence prevention and intervention aligned to our district's safety plan.

Appendix A -- CTLE Approved Providers

- Jamesville-DeWitt Central School District
- Jamesville-DeWitt/Syracuse University Teaching Center
- New York State Teacher Center Statewide Network
- OCM BOCES
- CNYRIC
- Regional Bilingual Education Resource Network (RBERN)
- Syracuse University
- Syracuse University Mid-State Partnership (RPC, SA-FACE Center, EC-FACE Center)
- Metropolitan Center for Research on Equity and the Transformation of Schools (NYU)
- Advanced Placement
- Onondaga County School-Based Initiatives
- The New York State Master Teacher Program (SUNY)
- Global Compliance Network
- Interfaith Works
- Frontline Education
- Citi BOCES
- Broome Tioga BOCES
- Western Suffolk BOCES
- American Red Cross
- Second Step
- ASCD
- NYSUT
- NYSSBA
- SAANYs
- NYSCOSS
- NYSSMA
- NYSSCA
- American Physical Therapy Association
- American Speech-Language-Hearing Association

Appendix B -- Professional Learning at a Glance

August 27-28 - Supt. Conf. Day <i>Welcome and Setting the Course</i>	<p><u>Core Learning: Content Planning</u> Simple strategies teachers can use to</p> <ul style="list-style-type: none"> • create guiding questions that point to the essential knowledge, skills, and big ideas to be learned; • identify what is to be assessed and how it will be assessed; • create a learning map depicting what is to be learned; and • integrate the questions, assessments, and maps into lessons so that every student understands what they are learning and how well they are progressing. <p>Building - Goals and Direction (Climate Survey) Team - Focus Areas Individual - Classroom and Prep</p>
October 18 - ½ Day <i>Data Analysis and Action Planning</i>	<p>Elementary</p> <ul style="list-style-type: none"> • mCLASS Reports and Analysis (Amplify) • ELL Benchmarks
	<p>Middle School</p> <ul style="list-style-type: none"> • Benchmarks and Common Assessments • STAR Reading and Math
	<p>High School</p> <ul style="list-style-type: none"> • Regents Analysis • Assessment Alignment and Review
November 4 - Supt. Conf. Day	<p><u>Core Learning: Engaging Instruction</u> Five high-impact instructional practices that teachers can use to engage students, to increase student mastery of content, and to empower students to make connections and apply their learning to their lives. (Thinking Prompts, Effective Questions, Stories, Cooperative Learning, Authentic Learning)</p>
	Building Goals and Focus Areas
January 24 - ½ Day <i>Data Analysis and Action Planning</i>	<p>Elementary School</p> <ul style="list-style-type: none"> • mCLASS Reports and Analysis • ELL Benchmarks
	<p>Middle School</p> <ul style="list-style-type: none"> • Benchmarks and Common Assessments
	<p>High School</p> <ul style="list-style-type: none"> • Regents Analysis • Assessment Alignment and Review
March 20 - Supt. Conf. Day	<p><u>Core Learning: Community Building Session</u> Six powerful teaching strategies that teachers can use to build a safe, productive, joyous learning community in their classrooms. (Learner-Friendly Culture, Power</p>

	With, Not Power Over, Freedom Within Form, Expectations, Witness to the Good, Fluent Corrections)
	Building Goals and Focus Area

Appendix C -- Elementary Curriculum Meetings

Month	K-4	PreK	ENL	AIS	Special Areas
September	mCLASS Refresher	SoR Module 1		mCLASS Refresher	
October	Writing - Syntax Project or Reviewing Student Work and Norming	SoR Module 2	Math - Numeracy Briefs	Math - Numeracy Briefs	
November	Math - Numeracy Briefs	SoR Module 4		Math AIS Resource - Check In and Problem Solving	
December	Writing - Syntax Project or Reviewing Student Work and Norming	SoR Module 5	Progress Monitoring - Reflection and Scoring		
January	Writing - Syntax Project or Reviewing Student Work and Norming	SoR Module 6			
February	Math - Curriculum Decision Making Matrix	SoR Module 8		Math AIS Resource - Check In and Problem Solving	
March	Math - Resource Petting Zoo	SoR Module 9	Progress Monitoring - Reflection and Scoring		
April	Math Pilot Follow Up	SoR Module 10	NYSESLAT Preparation		
May	Feedback on Curriculum at a Glance docs (CAGs) for SY 26-27		Curriculum Orders and Title III Funds for 26-27	MS Transition Preparation	

