



Professional Development Plan

2025-2026

The Potsdam Central School District's Professional Development Plan was created to help us achieve our mission and reach our vision.

Mission:

Our mission is to provide the best education to all students, equipping them with the necessary tools for success and preparing them to be productive, contributing members of society.

Vision:

Potsdam CSD is an inclusive, safe, and supportive environment that sets high academic and behavioral expectations for all, uses research-based best practices, focuses on personalized learning, and prioritizes student growth and success.

Core Beliefs:

We believe we can achieve our vision and mission if we focus on clearly defined and consistently demonstrated core values in all of our work.

To that end, in all of our actions and interactions, we will:

- Prioritize success, providing students with limitless learning opportunities and working as a team to ensure their achievement.
- Foster an inclusive, open-minded, and supportive environment within our school district by treating everyone fairly and equally, embracing diversity, and promoting cultural awareness.
- Strive to be reflective and thoughtful, always seeking to improve and provide the best for our students.
- Treat each student as if they were our own child, meeting their needs with dedication and compassion.
- Uphold integrity, adhering uncompromisingly to our commitment to education and our students.
- Value honesty, hard work, and dedication, always striving to make the next day better for our students.
- Focus on being equitable and uplifting, creating opportunities for all, and fostering creativity, leadership, and respect.

New York State Professional Development Standards

- 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.
- Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students
- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- 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 help sustain continuous professional growth.
- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Teaching Standards and Elements

Professional development offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning

- 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
- 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- 1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning
- 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

- 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- 3.2 Communicate clearly and accurately with students to maximize their understanding and learning
- 3.3 Set high expectations and create challenging learning experiences for students
- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment

- 4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- 4.2 Creates an intellectually challenging and stimulating learning environment
- 4.3 Manages the learning environment for the effective operation of the classroom
- 4.4 Organize and utilize available resources [e.g. physical space, time, people, and technology] to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

- 5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

Standard 6: Professional Responsibilities and Collaboration

- 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations

6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

- 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
- 7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
- 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.

I. The District Curriculum & Instruction Committee

The District Curriculum & Instruction Committee is a shared decision-making body that seeks to continually improve the academic program by evaluating curriculum and planning professional development for all staff. This includes professional development days, summer curriculum work, workshops, and conferences. The committee is composed of administrators, the Potsdam Teacher Center Director, teachers from all three school buildings, and a representative of the CSEA (teacher aide or teaching assistant).

This group assists with the following:

- Data Analysis
- Prioritization of Needs
- Goal Setting
- Planning and Development of Activities
- Plan Implementation
- Evaluation and Plan Modifications

District Curriculum & Instruction Committee Members:

Mark Bennett, Assistant Superintendent for Curriculum and Instruction (Committee Chair)

Kristin Towne, High School Principal

Daniel Cook, A.A. Kingston Middle School Principal

Sharlee Thomas, Lawrence Avenue Elementary Principal

Joanna Cross, Lawrence Avenue Elementary Assistant Principal

Jessica Huntrter, Teacher Center Director/Elementary Teacher

Ryan Fuller, Elementary Teacher

Amara Pascuito, Elementary Teacher

Mary Russell, Middle School Teacher

TJ Sawyer, Middle School/Special Education Teacher

Adrienne White, Middle School Librarian

Jara Filiatrault, High School Teacher

Rebecca Fiske, High School Teacher

Karen Demo, Teacher Assistant
Julie Johnson, SUNY Potsdam Representative

Teacher Center Policy Board Members

Jessica Hunter, Teacher Center Director
Jerry Griffin, Superintendent of Schools
Mark Bennett, Assistant Superintendent for Curriculum and Instruction
Laura Hart, District Business Manager
Joanna Cross, Teacher Center Director/Assistant Elementary Principal
Rachel Wallace, Board of Education Representative
Laura Griffin, SUNY Potsdam Representative
Katie Geidel, Parent Representative
Kristen Ashley, Business Representative
Ryan Fuller, Lawrence Avenue Elementary
Deborah Sutton, Lawrence Avenue Elementary
Emily Brouwer, A.A.K. Middle School
William Murphy, A.A.K. Middle School
Rebecca Munn, A.A.K Middle School
Rebecca Fiske, Potsdam High School
Mary Michaelek, Potsdam High School
Chris Chapin, Potsdam High School
Jennifer Saber, Potsdam Teachers' Association President

Therapeutic Crisis Intervention Trainers

Sara Baker - Psychologist
Whitney McRobbie - Psychologist
Thomas Sawyer - Special Education Teacher

II. Professional Development Plan Yearly Requirement and Compliance

The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met. The superintendent of the district will certify to the commissioner that the requirements of the professional development plan for the succeeding school year have been met and are compiled and are applicable to the current school year. The school district has complied with the professional development plan applicable to the current school year. The team will submit a recommended professional development plan to the Board of Education by September 1. The Board of Education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

II. Content of the Plan

The plan focuses on improving student performance and teacher practice as identified through data analysis. The following needs assessment sources were used to identify the professional development needs of the school district:

- New York State Accountability & Demographic Data - Annual School Report Card, Basic Education Data System (BEDS), Student Information Repository System (SIRS), Data Warehouse/COGNOS, etc.
- District-identified Metrics & Assessments
- Teacher Annual Professional Performance Reviews
- Professional development needs assessment(s)
- Professional Development and Curriculum Days feedback
- In Service/Workshop evaluation/feedback

III. Description of the Plan

All professional development is aligned with New York Learning Standards and assessments. Future professional development will focus on improving student outcomes, with an emphasis on Math, ELA, Literacy across the Curriculum, and Common Formative Assessments. NYS Learning Standards are infused into all appropriate curriculum areas.

Professional development opportunities currently existing are:

- Grade level and department common planning time
- Faculty meetings
- Staff Development Days
- Technology/Standards support
- Mentoring new teachers
- Teacher Center or BOCES workshops/trainings
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants/coaches invited to present or work with teachers on research-based practices (ie, literacy instruction, differentiated instruction, artists in residence)
- Fall and Spring Unconference/Professional Development Days

The Instructional Innovation Committee researches effective practices in professional development and meets to articulate and plan for professional development across grade levels.

Key ideas of effective professional development include:

- Ongoing, sustained professional development
- Adequately funded professional development
- Mentoring new teachers
- Data-driven needs identified by student assessments
- Follow-through provided on initiatives
- Focused on targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi-levels of training (awareness, in-depth, support of new skills)
- Integration of professional development into classroom practice

- Application to student/teacher needs
- Time allotment to be successful in professional development initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Student results will drive result-driven staff development

The plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. Our professional development plan addresses the needs of staff at all stages of their careers, applying to both experienced and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous and systemic approach to improving student performance. As a result of focused involvement in professional development, instructional staff will be better equipped to meet the needs of the students they teach. Many staff members are involved in curriculum review and the alignment of tasks to ensure that all students have access to the general education curriculum.

The district will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal “walkthroughs”) will identify the use of effective classroom practices.

2025-2026 Professional Development Goals and Activities

Goals	Actions/Activities
Implement a trauma sensitivity training program for all staff that focuses on awareness, understanding, and practical strategies.	<p>District Trauma Support Team (DTST) & McKinney-Vento Homeless Student Liaisons/Mentors:</p> <p>Members of the DTST and McKinney-Vento Homeless Student Liaisons will participate in a series of professional development workshops designed to deepen their understanding of student trauma and enhance the support available to students. They will also update the district's trauma response action plan and fidelity tool to ensure consistency and effectiveness. Throughout the school year, the team will create and distribute relevant monthly newsletters for staff, providing strategies, resources, and updates on supporting students who experience trauma or homelessness.</p> <p>Trauma-Sensitive Schools/Therapeutic Crisis Intervention for Schools (DTST): The District Trauma-Sensitive Team and TCIS Leaders will provide presentations and workshops for all district staff, focusing on trauma-sensitive strategies, de-escalation, and self-regulation skills.</p>
Design targeted staff development focused on identifying and remedying barriers to academic achievement.	<p>New Teacher Mentoring: The Teacher Mentor Coordinators will meet monthly with all new teachers to orient them to the school district. Each meeting will feature a topic important to the school culture and district goals.</p> <ul style="list-style-type: none"> • Assessment, grading, and data-driven instruction • Classroom Environment • Curriculum & Learning Resources • Differentiated Instruction

Implement a student-centered approach by utilizing inclusive practices to enhance the school experience for all students.

- Diversity, Equity, & Inclusion
- Effective Teaching
- Instructional Strategies (District-focus)
- Parent Communication
- Personal & Professional Goal Setting
- Planning, preparation, and required instructional components
- Professional Responsibilities & Continued Learning
- Observations & Evaluation
- Mentor/Mentee observations
- Response to Intervention (RtI)
- Special Education
- Student Study Teams (SST)

Effective Teacher Training with APL Associates: Teachers new to the profession will engage in workshops focused on instructional and classroom management skills.

- Increased student time on task
- Improved student behavior
- Improved student performance
- Insights into and options for classroom organization
- Motivation of students
- Classroom management techniques
- Grouping of students for instructional purposes
- Test construction and administration
- Efficient time management

Structured Literacy & Differentiated Instruction (Year 3 for Kindergarten - 4th Grade / Year 2 for 5th & 6th Grade): All K-4 and 5/6th Grade Reading teachers will participate in Structured Literacy professional coaching through the University of Delaware for the implementation of the Bookworms Reading and Writing Program. New members of the K-6 faculty will participate in the Keys to Literacy training, which focuses on direct, explicit reading instruction (phonemic awareness, phonics, fluency, vocabulary acquisition, and comprehension). This will help create a district-wide understanding of developmental reading instruction and related strategies.

Summer Curriculum Work Hours: During the months of July and August, 2024, teachers have the opportunity to engage in curriculum development/instructional improvement and workshops focused on the following:

- Curriculum Mapping and Common Assessment Development
 - Aligning instruction to the NYS Next Generation Learning Standards & Literacy Briefs, and/or
 - Aligning instruction to the new Regents Exams
- New Teaching or Course Assignments for the 2025-26 School Year
- Curricular and/or Instructional Improvement
 - K-4 Reading Program Implementation
 - K-4 Mathematics Program Implementation
 - 5th & 8th Grade Science Investigations
 - Integrated Co-teaching

	<ul style="list-style-type: none"> ● Student Supports <ul style="list-style-type: none"> ○ K-8 AIS staff training in DIBELS and mClass Math screeners ○ MTSS training for PreK-4 Team ○ 5-8 Advisory and Study Skills ● SLL BOCES Offerings aligned to the district's strategic plan <p>Core Pre-Kindergarten & K-4 Math Programs</p> <p>In the 2024-25 school year, PreKindergarten began using <i>Eureka Math</i> (Great Minds), and K-4 began using <i>Reveal Math</i> (McGraw-Hill) as their core mathematics programs. For the 2025-26 school year, support will shift to focus on sustaining and refining implementation.</p> <ul style="list-style-type: none"> ● Virtual Coaching: Virtual coaching sessions will continue during the 2025-26 professional development half-days to support instructional growth and address questions that arise during the second year. ● Team Planning: Monthly team planning days will be provided for teachers to collaborate on <i>Reveal Math</i> instruction and align it with the continued implementation of <i>Bookworms</i>. <p>Unconferences: The Assistant Superintendent for Curriculum & Instruction, in collaboration with the administrative team and guided by input from faculty and staff surveys, will plan and coordinate the Fall Regional Professional Development and Spring Unconference Day. The professional learning sessions and workshops will align with the goals outlined in the District Strategic Plan.</p> <p>Grade-Level and Department Common Planning Days: Throughout the 2025-26 school year, teachers will have opportunities to engage in day-long common planning sessions with their grade levels and departments to align curriculum (horizontally and vertically) and adjust instruction to better meet the needs of their students.</p> <p>Regional, State, and National Workshops & Conferences: Throughout the 2025-26 school year, teachers will have opportunities to continue their professional learning through conferences offered at the BOCES, state, and national levels. Anticipated conference sponsors are listed in the “Professional Development Partners” table.</p>
Align PreK-12 Curriculum with Prioritized Next Generation Learning Standards and NYS assessments	<p>Continued implementation of the PCS Curriculum Plan:</p> <ul style="list-style-type: none"> ● Alignment of our local curricula to the prioritized standards; ● Use of student assessment data to guide instructional and curricular decisions ● Reflection and modification of curriculum through the lens of diversity, equity, and inclusion.

Annual Required Training

Required Training	Applicable to...	Description	Training Method/Type
Asbestos Awareness	Buildings and Grounds	<p>Under OSHA and PESH, all members of the custodial and maintenance staff who may work in a building containing asbestos-containing materials must receive asbestos awareness training. Each employee who is exposed to airborne concentrations of asbestos at or above certain specified limits must receive training at the time of initial assignment and at least annually thereafter.</p>	<p>Vector Solutions Asbestos Awareness (2 hours)</p> <p>The annual 2-hour refresher may also be provided at the regional trade show. Electronic acknowledgement of all asbestos locations in the district.</p>
Bloodborne Pathogens	All Staff	<p>Employees must be provided with training at the time of their initial assignment to duties where exposure on the job may occur, and at least annually thereafter.</p>	<p>Vector Solutions Bloodborne Pathogens (22 minutes)</p>
Child Abuse in an Educational Setting	All staff who hold a NYS license and Board of Education Members	<p>There must be ongoing training for all current and new teachers, school nurses, school counselors, school psychologists, school social workers, school administrators, and other personnel required to hold a teaching or administrative certificate or license, as well as Board of Education members. Each school must annually provide to each teacher and all other school officials a written explanation concerning the reporting of pupil drug abuse, child abuse, and child abuse in an educational setting.</p>	<p>Principals and supervisors will provide annual training for all employees.</p> <p>Policy 9620 Exhibit 9620.E.1 Exhibit 9620.E.2</p>
Cultural Competence and Racial Bias	All Staff	<p>This is a local requirement.</p>	<p>Vector Solutions Cultural Competence and Racial Bias (18 minutes)</p>

Data Privacy and Security	All staff with access to student information in SIS	§ 121.7 Training for Educational Agency Employees. Educational agencies must provide annual information privacy and security awareness training to their officers and employees with access to personally identifiable information. Such training may be delivered using online training tools and may be included as part of the training that the educational agency already offers to its workforce.	Vector Solutions Online Safety -Threats (19 minutes) Ed Law 2-D - (35 minutes)
Dignity for All Students Act	All staff	All school employees are required to receive annual refresher training. The purposes are to promote a positive school environment that is free from harassment, bullying, and discrimination, and to discourage and respond to all incidents of harassment, bullying, and discrimination that occur on school property, at school functions, or off school property if they affect the school environment.	Vector Solutions Dignity for All Students Act - NYSIR (19 minutes)
Emergency Management Plan	All staff	All staff must be trained on multi-hazard school safety, including the emergency response plan. The training must include violence prevention and mental health. New employees must be trained within 30 days of their hire date and receive annual training by September 15 of each year.	Principals and supervisors will provide annual training for all employees on the Emergency Management Plan, including Violence Prevention and Mental Health.
Hazard Communication	All staff	Required by OSHA and PESH, employers must provide employees who are routinely exposed to toxic substances in the workplace with training at the time of their initial assignment, at least annually, and when a new chemical hazard to which they have not previously been trained is introduced into their work area.	Vector Solutions Hazard Communication: Right to Understand (GHS) (26 minutes)

Movable Electric Partition Doors	All PE Staff, Building & Grounds	Employees who operate the doors must receive training on the safe operation of the doors.	The Director of Buildings and Grounds trains all staff who operate the doors upon hire.
Sexual Harassment	All staff	New York State now requires annual training in sexual harassment prevention for all employees. It must include an explanation of sexual harassment, examples of conduct that would constitute unlawful sexual harassment, information about federal and state laws and remedies available to victims of sexual harassment, information about employees' rights of redress and all available forums for adjudicating complaints, and information addressing conduct by supervisors and their additional responsibilities.	Vector Solutions Sexual Harassment Refresher (13 minutes) Annual training informs employees about policies, regulations, and reporting mechanisms.
Student Health Services	All staff	All staff will receive annual training in student health-related topics, including anaphylaxis (and EpiPen administration), diabetes management, seizure care, and concussion management.	School nurses will conduct training for all staff on one of the two Superintendent's Days before the opening of school. Note: Epi-Pen and Glucagon training available through SafeSchools
Transportation Staff Annual Refresher (2, 2-hour sessions)	Bus Drivers and Monitors	All staff in the transportation department will participate in the annual refresher.	The 2-hour refresher courses are offered in the evening during the fall and spring semesters. Drivers are not required to report to one staff development day in exchange for completing these training sessions in the evenings.
Workplace Violence	All staff	All staff will receive basic information about awareness and prevention of violence in the workplace. The course will review the levels and causes of workplace violence, the early warning signs of violence, and techniques for defusing hostile situations.	Vector Solutions Workplace Violence : Awareness and Prevention (23 Minutes)

Schedule of Annual Trainings/Professional Learning Opportunities

Date	Activity	Professional Development
July 1 - August 20, 2025	Summer Curriculum Work & Professional Learning Offerings	<ul style="list-style-type: none"> ● Curriculum Mapping and Common Assessment Development <ul style="list-style-type: none"> ○ Aligning instruction to the NYS Next Generation Learning Standards & Literacy Briefs, and/or ○ Aligning instruction to the new Regents Exams ● New Teaching or Course Assignments for the 2025-26 School Year ● Curricular and/or Instructional Improvement <ul style="list-style-type: none"> ○ K-4 Reading Program Implementation ○ K-4 Mathematics Program Implementation ○ 5th & 8th Grade Science Investigations ○ Integrated Co-teaching ● Student Supports <ul style="list-style-type: none"> ○ K-8 AIS staff training in DIBELS and mClass Math screeners ○ MTSS training for PreK-4 Team ○ 5-8 Advisory and Study Skills ● SLL BOCES Offerings aligned to the district's strategic plan
July 30 & 31, 2025	Conference	NoCo Middle Level Institute, sponsored by NYSMSA and SUNY Potsdam, focuses on middle-level instruction and support.
August 1 - December 1, 2025	Independent Learning through Vector Solutions	VectorOnline Training <ul style="list-style-type: none"> ● Bloodborne Pathogens (15 minutes) ● Cybersecurity Overview (15 minutes) ● Dignity for All Students Act (19 minutes) ● Hazard Communication (26 minutes) ● Cultural Competence and Racial Bias (18 minutes) ● Online Safety (Threats) (19 minutes) ● Ed Law 2-D (35 minutes) ● Sexual Harassment Refresher (13 minutes) ● Workplace Violence (23 minutes)
September 2025 - June 2026	Workshops	Trauma-Sensitive Training (45 minutes) / De-escalation Strategies
September 2-3, 2025	Faculty, Buildings/Grounds,	<ul style="list-style-type: none"> ● Child Abuse in the Educational Setting ● Emergency Management Plan

	Transportation, and Food Service Meetings	<ul style="list-style-type: none"> • Sexual Harassment Policy and Procedures • Student Health Services
October 2025	Coaching	Bookworms in-person coaching for K-5
October 31, 2025	Early Dismissal Building-Level Meetings	Curriculum Alignment, Building Initiatives, and Required Trainings
November 10, 2025	Regional Professional Development Day	
December 2025	Coaching	Bookworms in-person coaching for K-5 (Session 2)
January 16, 2026	Early Dismissal	Curriculum Alignment, Building Initiatives, and Required Trainings
March 2026	Coaching	Bookworms in-person coaching for K-5 (Session 3)
March 12, 2026	Early Dismissal	Curriculum Alignment, Building Initiatives, and Required Trainings
March 13, 2026	Professional Development Day	Spring Unconference

IV. Professional Development Partners

The following contracted entities or individuals will provide Continuing Teacher and Leader Education (CTLE) professional development to the faculty and staff of the Potsdam Central School District in the 2022-23 school year:

- All New York State Public School Districts, including Potsdam Central School District
- All 37 New York State BOCES, including St. Lawrence-Lewis BOCES
- All New York State Teacher Centers, including Potsdam District Teacher Center and St. Lawrence Valley Teacher Center
- Entities and individuals Listed Below

ENTITIES	INDIVIDUAL(S)	TOPICS
Cornell University	Therapeutic Crisis Intervention Presenter(s)	Student safety (TCIS)
McGraw-Hill	Claire Chaze	Continued virtual support for the Reveal Math Program

New York State Association for Computers and Technologies in Education	NYSCATE - Various	Educational Instructional Technology
New York State Insurance Reciprocal (NYSIR)	NYSIR - Various	Employee and student safety
New York State Middle School Association	NYSMSA - Various	Middle School Educational Reform & Improvement
St. Lawrence-Lewis BOCES	Johnathan Hirschey, Director of Instruction Resources Ginger Tebo, Director of School Library Services	Literacy Instruction Professional Learning Communities for content areas Various workshops and offerings focused on school and instructional improvement
SUNY Potsdam	Faculty members of the School of Education & Professional Services	Trends in Educational Research & Practice
Open-Up Resources	Open-Up Resources - Various	Literacy Training - Virtual Support
University of Delaware	Dr. Kim Wheedleton Ashley Miller	Structured Literacy Coaching for Bookworms Reading Program
St. Lawrence County Music Educators Association, New York State School Music Association, National Association for Music Education	SLCMEA, NYSSMA, NAFME - Various	Music education content/pedagogy
Northern Zone Association for Counselors & Development	NZACD - Various	Academic, personal/social, and career services for their students
New York State English Council	NYSEC - Various	English education content/pedagogy
Association of Mathematics Teachers of NYS	AMTNYS - Various	Math education content/pedagogy
Science Teachers Association of NYS	STANYS - Various	Science education content/pedagogy
New York State Council for Social Studies	NYSCSS - Various	Social Studies education content/pedagogy
New York State Association for Health, Physical Education, Recreation, & Dance	NYSAHPERD - Various	Health and PE education content/pedagogy
Northern Area Health Education Center	NAHEC - Brynn Donovan	Opioid Prevention Education, Recognizing Teen Dating Violence, and Career Exploration
The Positivity Project	P2 - Various	Character Development Education
APL Associates, Inc	Dr. Jean T. Anastasio David J. Perry John Zalonis	Effective Teaching: Instructional and Classroom Management Skills

National Association of School Psychologists	NASP - Various	Current research and effective practices to improve students' learning, behavior, and mental health
American Occupational Therapists Association, Children & Youth	AOTACY - Various	Education and research to enhance occupational therapy services in early intervention and school programs.
American Speech-Language-Hearing Association	ASLHAA - Various	Research, clinical skills, and techniques in communication sciences and disorders

V. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: "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 continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance, which meet the standards prescribed by regulations of the Commissioner."

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate, or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate are required to complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

VI. Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional development program. From these assessments, gap analysis will determine adjustments relative to the overall and specific aspects of the staff development program.

A spring/summer annual review will be conducted by the Professional Development Committee in conjunction with the Potsdam Teacher Center to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting and will be sent to the Board of Education for review and approval.

The School District Professional Development Plan is developed by a district committee to enhance the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the diverse learning needs of their students.

VII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The plan or the annual update to the plan will be adopted at a public meeting by the Board of Education.

2025-2026 PCS Curriculum Plan

At PCS, we continually strive to offer our students innovative, diverse, and challenging learning experiences. To help us move toward this goal, grade levels and departments will meet on a regular basis (during common planning periods and release times) and focus on four main areas:

- Identification of priority standards within the NYS curriculum frameworks that are essential to future learning;
- Alignment of our local curricula to the prioritized standards;
- Use of student assessment data to guide instructional and curricular decisions
- Reflection and modification of curriculum through the lens of diversity, equity, and inclusion.

Assumptions & Considerations

- Due to the varying building structures and individual grade-level/department needs and dynamics, groups will progress at different paces throughout the process.
- Timeframes will be reviewed and adjusted as necessary.
- Parallel to the standards prioritization and alignment process, we will:
 - Continue with year four of the 95% Phonics implementation (K-4);
 - Continue with year two of the Bookworms Reading Program implementation (K-4); and
 - Begin the implementation of Reveal Math (K-4)
- As we continue to develop our district curriculum, we also need to be aware of:
 - Phased [Science Standards Implementation](#) and administration of the new elementary (Grade 5 - 2024), intermediate (Grade 8 - 2024), and Regents-level (2026) science assessments.
 - Phased [ELA Standards Implementation](#) and administration of the revised 3-8 assessments (Spring 2023) and the ELA Regents Exam (June 2026).
 - Phased [Math Standards Implementation](#) and administration of the revised 3-8 assessments (Spring 2023), Algebra 1 (June 2024) , Geometry (June 2025), and Algebra II (June 2026) Exams.

2025-2026		
Grade-level/Department	Focus	Time Frame
Pre-K	Implement Eureka Math Pre-Kindergarten Program - Year 2 Monitor/analyze progress assessments and adjust instruction	Sept 2025 - June 2026
Kindergarten -4th Grade	Implement Reveal Math Program K-4 - Year 2	Sept 2025 - June 2026
	Monitor and adjust Bookworms Reading & Writing program K-4 - Year 3	
	Monitor and adjust the ICT instructional model - Year 3	
	Monitor and adjust 95% Phonics program - Year 4 for 4th Grade	

	Monitor and adjust 95% Phonics program - Year 5 for K-3	
K-3 Science	Use local and state-level data to review and adjust priority standards, pacing maps, and assessments	Sept 2025 - June 2026
4th Grade Science	Implementation of NG Science Standards (including required investigations) and alignment to new assessment framework - Year 3	Sept 2025 - June 2026
	Use local and state-level data to review and adjust priority standards, pacing maps, and assessments	
LAE AIS	Implement use of One95 LIS Platform for screening, data collection, instructional grouping - Year 2	Sept 2025 - June 2026
	Implement Number Worlds Math Intervention System for Tier 2/3 - Year 2	
	Implement 95 RAP system for Tier 3 Reading - Year 2	
	Use progress monitoring, diagnostic testing, and state data to provide appropriate student supports	
LAE Special Areas	Use local and state-level data to review and adjust priority standards, pacing maps, and assessments	Sept 2025 - June 2026
5-8 ELA	Use local, regional, and state-level data to review and adjust priority standards, pacing maps, and assessments	Sept 2025 - June 2026
5-8 Math	Use local, regional, and state-level data to review and adjust priority standards, pacing maps, and assessments	Sept 2025 - June 2026
5-8 Science	Implementation of NG Science Standards (including required investigations) and alignment to new assessment framework - Year 3	Sept 2025 - June 2026
5-8 Social Studies	Identify Priority Standards and Develop Pacing Maps for 5-8	Sept 2025 - June 2026
AAK AIS	Implement new diagnostic measures aligned to revised ELA and Math instruction (DIBELS & mClass Math)	Sept 2025 - June 2026
	Use progress monitoring, diagnostic testing, and state data to provide appropriate student supports	
AAK Special Areas	Identify Priority Standards and Develop Pacing Maps for 5-8	Sept 2025 - June 2026
9-12 ELA	Use local, regional, and state-level data to review and adjust priority standards, pacing maps, and assessments.	Sept 2025 - June 2026
	1st Administration of new English Regents - June 2026	
9-12 Math	Use local, regional, and state-level data to review and adjust priority standards, pacing maps, and assessments.	Sept 2025 - June 2026
	1st Administration of new Algebra II Regents - June 2026	
9-12 Social Studies	Monitor and adjust the Seal of Civic Readiness Pathway - Year 2	Sept 2025 - June 2026

	Use local, regional, and state-level data to review and adjust priority standards, pacing maps, and assessments.	Sept 2025 - June 2026
9-12 Science	Implement new Chemistry and Physics courses aligned to the NGLS / revised Regents framework.	Sept 2025 - June 2026
	1st Administration of new Earth & Space Science Regents - June 2026	
	Use local, regional, and state-level data to review and adjust priority standards, pacing maps, and assessments.	
9-12 Art	Monitor and adjust Individual Arts Assessment Pathway - Year 2	Sept 2025 - June 2026
8-12 World Languages	Use local and state-level data to review and adjust priority standards, pacing maps, and assessments	Sept 2025 - June 2026