



**MOUNT PLEASANT
CENTRAL SCHOOL DISTRICT**

2025-2026

**PROFESSIONAL LEARNING
PLAN**

**MOUNT PLEASANT CENTRAL SCHOOL DISTRICT
2025-2026 PROFESSIONAL LEARNING PLAN**

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Loredana Coughlan	Columbus Elementary School Teacher 3-5 ELA & Reading Faculty Leader
Jackie Hagey	Westlake Middle School Teacher
Michele Lodespoto	Westlake High School Teacher
Maryann Lulgjuraj	Columbus Elementary School Teacher
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Melissa Soto	Hawthorne Elementary School Teacher
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Anne Stern*	Hawthorne Elementary School Principal
Kristen Talusan	Columbus Elementary School Teacher 3-5 Science Faculty Leader
Jennifer Zefi	Hawthorne Elementary School Teacher

*Committee Co-Chair

The Professional Learning Committee shall convene before October 1st and be provided at least 180 days to develop an updated professional learning plan, followed by an adoption or re-adoption by the Board of Education at a public meeting.

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INTRODUCTION

The purpose of this Professional Learning Plan shall be to improve the quality of teaching and learning in the Mount Pleasant Central School District by ensuring that when teachers and leaders participate in substantial professional learning, they have opportunities for professional growth, remain current with their profession and meet the learning needs of their students. Our plan provides an opportunity for the Mount Pleasant Central School District to articulate how it will provide:

- Substantial need-based professional development opportunities for our educators;
- The expectation for educators' participation in the professional development;
- The alignment of the offered professional development to New York State Standards, student needs, principles of effective professional development; and
- How the schools and school district will measure the impact of the offered professional development.

[New York State Professional Development Standards](#) have been developed to further assist with the development of this Professional Learning Plan.

REGULATORY POLICY

The plan outlines the goals, objectives, strategies, activities and evaluations standards for professional learning. The plan describes:

- The needs analysis utilized, that includes quantitative and qualitative information regarding teacher and leader practice and student outcomes. (It may be conducted at the building and/or district level.);
- How professional learning related to educator practice and curriculum development are culturally responsive and reflect the needs of the community that the school or school district serves;
- How the school or school district provides all teachers and school leaders it employs substantial professional learning opportunities tailored to the needs of educators that are directly related to student learning outcomes (as identified in the school districts' report card and other sources as determined by the school and/or school district);
- How professional learning is aligned with New York teaching, leadership, and learning standards, assessments, student needs, adult learning theory, and current research in education including but not limited to linguistic, cultural diversity, and special needs, and culturally appropriate and responsive practice;
- How professional learning is provided across grade levels; and
- How the schools or school district will measure the impact of professional learning on student achievement and teachers' and educational leaders' practices.

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The school or school district describes how teachers, school leaders and other school personnel are expected to participate in professional learning. The plan:

- Outlines an estimate of the average number of hours each teacher/leader is expected to participate in professional learning in the school year(s) covered by the plan;
- Describes expected participation in Continuing Teacher and Leader Education (CTLE) as well as other professional learning opportunities provided;
- Describes how professional learning is continuous and sustained; and
- Addresses how the methods and approaches for delivering professional learning have been shown to be effective and are appropriate for adult learners.

The school or school district identifies how it will provide teachers and educational leaders it employs with opportunities to complete 100 hours of CTLE. The plan describes:

- How a holder of a professional certificate in the certificate title of English to speakers of other languages or bilingual extension will be provided with a minimum of 50 Percent of professional learning clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English Language Learners;
- How a minimum of 15 percent of professional learning clock hours will be provided for all other professional certificates in language acquisition addressing the needs of English Language Learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English Language Learners; and
- How a minimum of 15 percent of professional learning clock hours will be provided for holders of a level III teaching assistant certification addressing the needs of English Language Learners and integrating language and content instruction for English Language Learners.

The plan describes other opportunities the schools or school districts provide to its educators to support their professional growth (e.g., coaching, induction, professional learning communities).

The plan describes a provision for the training, where applicable, in school violence prevention and intervention, child abuse recognition, the needs of children with autism and the Dignity for All Student Act (DASA) of employees for all staff.

The plan shall describe how the schools or school districts will provide a mentoring program for teachers in the classroom teaching service and leaders in the educational leadership service who must participate in a mentoring program to meet the teaching experience requirements for professional certification.

The following links provide further information regarding the New York State Education Department requirements regarding Professional Learning Plans:

- [Professional Learning Plans](#);
- [Professional Learning Plans 100.2\(dd\) Terms](#); and

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- [Professional Learning Plan - Guidance Document.](#)

PHILOSOPHY

Effective teaching incorporates a creative process that depends on continual learning on the part of the entire staff. Therefore, it is imperative that teachers be provided opportunities to;

- Reflect on current practice;
- Develop new content knowledge;
- Develop new and refine current instructional methods; and
- Work collaboratively with colleagues.

The goal of every staff development activity is to enhance staff competencies that will, in turn, increase student achievement in all academic areas. While we are congruent with New York State's Learning Standards, we aspire to assist our students to go beyond the state proficiency levels. The Standards serve as a foundation, rather than as a goal as the District offers Regents-level opportunities in science and mathematics to eighth graders, as well as numerous Advanced Placement (AP) courses and electives at the high school level. In order to meet the goals of College, Career and Life Readiness, all students must be able to read, write, listen and speak well. In addition, all students must possess a strong foundation in numeracy and problem solving. Staff development opportunities explicitly integrate these skills, as well as research and argument/essay writing into science, math and technology. Formative and summative student achievement measures employed by the District provide information for teachers on student progress towards meeting these rigorous standards.

Every professional member of the Mount Pleasant Central School District completes a minimum of 40 hours of professional development per year through study in the content area for which they are certified or in pedagogy, including the needs of English language learners. Many teachers participate in regularly scheduled professional development in research-based instructional practices offered by the district both within and after the school day. Many of the District's teachers elect to further develop their professional knowledge and skills through participation in building and district-level committees, and through attendance at workshops, conferences and graduate level courses. All activities are designed to improve the teacher's content knowledge and pedagogical skills, targeting improved student performance.

Student needs are determined by the analysis of student achievement data, curriculum writing and identification of the gaps between the current curricula and state standards. These foci have been the subject of grade level team meetings, content area department meetings, and K-12 committees to facilitate this articulation. We will continue to use and refine these organizational structures to forward this work.

In addition to District-sponsored professional development focused on academic success and improved student performance, the District provides all professional and supplementary staff with New York State mandated trainings (e.g., blood borne pathogens, sexual harassment prevention, data privacy, etc.) and training in social-emotional wellness (e.g., school violence prevention and intervention, DASA, etc.).

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NEEDS ANALYSIS

The Professional Learning Committee uses multiple, iterative data points to inform the ongoing professional development planning cycle in the Mount Pleasant Central School District. Each year, the members of the committee initiate the review of the Professional Learning Plan by synthesizing all of the qualitative and quantitative data (below). The committee is then subdivided to uncover any patterns that emerge from the data. The committee then reconvenes to determine the larger trends that may be evident from the patterns that emerge. These trends then become the basis for decision-making about which professional development offerings may best connect to those identified areas of need. The format, frequency and provider of the professional development is the final step in this process.

The committee selects and analyzes from the following sources, when this data is available for review, some of which may be on an annual basis and in other cases, bi-annually:

Annual Student Achievement Data Examples/Results (Linked) -

- [NYSED Parent Dashboard](#);
- [NYSED School Report Cards](#);
- [NYS Grade 3-8 Assessments](#);
- [NYS Regents Assessments](#);
- [Advanced Placement Exams](#);
- [NYSESLAT](#);
- [Kindergarten Screening Results](#);
- [Universal Screening Results](#);
- [Benchmark Assessment Results](#);
- [MTSS Identified Areas for Intervention](#);
- [Student Attendance and Discipline Reports](#); and
- [Special Education Classification and Annual Reviews](#).

Annual Survey Examples/Results -

- Professional Learning Needs Assessment Survey;
- Professional Development Evaluation/Feedback Surveys;

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- Mentor Program Feedback; and
- Feedback from District and Building Committees.

Bi-Annual Additional Data Source Examples (Linked) -

- [Annual Professional Performance Reviews and Observation Reports](#);
- [NYSED Regulations and Mandates](#);
- [NYS Learning Standards and Performance Indicators](#); and
- [Tri-State Consortium Report Feedback](#).

TYPE OF PROFESSIONAL LEARNING

NEED-BASED PROFESSIONAL LEARNING

The Mount Pleasant Central School District is located in the heart of Westchester County and serves approximately 2,000 students in grades K-12. The district encompasses the hamlets of Hawthorne and Thornwood, as well as portions of Valhalla and Pleasantville. Mount Pleasant Central School District is comprised of four schools: Hawthorne Elementary (K-2), Columbus Elementary (3-5), Westlake Middle School (6-8) and Westlake High School (9-12). The middle and high school share the same campus along with the District Office.

Our district is a member of the Tri-State Consortium of high-performing school districts. Our teachers are highly qualified and consistently seek to improve their practices through both in- and out-of-district professional development opportunities. Our students are exposed to a rigorous academic curriculum in learner-centered classrooms and supported to be their best through character education programs.

We are proud to offer an array of academic and service-oriented clubs and close to 50 sports teams that contribute to the overall development of our students. Our sports programs encourage athletes to be well-rounded students and have consistently produced multiple scholar-athlete teams each season.

Additional demographic information about the Mount Pleasant Central School District can be found through the [New York State Data Dashboard](#).

Our professional learning goals, objectives and activities are developed in response to these demographics within our community, in addition to the needs analysis that is conducted each year. In addition, these learning goals, objectives and activities regularly become embedded in the Strategic Plan for the Mount Pleasant Central School District. The activities described provide all teachers, teaching assistants and long-term substitutes with opportunities to meet requirements for gaining and maintaining professional certification. Professional and supplementary school staff members who work with students with disabilities are regularly included in grade/department-level, building-level and District-level professional development.

Sample questions which are regularly posed to stakeholder groups to help us to link the demographics of the community with our professional development activities include:

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- In which school do you work?
- What is your primary role?
- Which professional development activity had the most impact on your practice?
- Why did it have this impact?
- Which professional development activity had the most impact on student learning?
- Why did it have this impact?
- What do you see as the most important topic(s) to be addressed through professional development at the District, building and department/grade level?
- Would you be interested in leading a workshop, study group or book club on a topic in which you have expertise or a special interest?
- If you are interested in leading a workshop, study group or book club, please provide your name and proposed topic:
- Is there anything else you wish to share about professional development or professional learning within the District?

STUDENT-CONNECTED PROFESSIONAL LEARNING

In the Mount Pleasant Central School District, a typical menu of activities are provided for professional learning, which include a blend of mandatory topics and choice topics. Our school district is an approved CTLE sponsor. As such, we design activities to “improve the teacher’s or leader’s pedagogical and/or leadership skills, targeted at improving student performance....[promoting] the professionalization of teaching and educational leadership, as applicable, and are closely aligned to district goals for student performance” (Subpart 80-6 of the Commissioner’s Regulations). Below is a sample chart, which includes professional learning activities that are conducted:

WHO	SESSION	TIME/ CTLE HOURS
K-5 General Education Teachers	STEMscopes Team Consult Tri-State Artifact Review Vertical Articulation Writing Assessment & Unit Development	8:00-4:30/ 7.5 Hours
K-5 Special Education Teachers	Co-Teaching Snap & Read Wilson Group	8:00-4:30/ 7.5 Hours
WHO	SESSION	TIME/ CTLE HOURS

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6-12 ELA, Reading & Library Media Specialist Teachers	Vertical Articulation Co-Teaching	8:00-4:30/ 7.5 Hours
6-12 Social Studies Teachers	Vertical Articulation Co-Teaching	8:00-4:30/ 7.5 Hours
6-12 Science & Technology Teachers	Vertical Articulation Co-Teaching	8:00-4:30/ 7.5 Hours
6-12 Math Teachers	Vertical Articulation Co-Teaching	8:00-4:30/ 7.5 Hours
6-12 World Language Teachers	Vertical Articulation	8:00-4:30/ 7.5 Hours
6-12 Special Education & Co-Teachers	Vertical Articulation in Content Areas Co-Teaching Snap & Read	8:00-4:30/ 7.5 Hours
K-12 Art Teachers	Westchester County Arts Leadership Association Conference/ Museum Professional Learning	8:00-4:30/ 7.5 Hours
K-12 Music Teachers	Westchester County Arts Leadership Association Conference	8:00-4:30/ 7.5 Hours
K-12 Physical Education & Health Teachers	New York State AHPERD Southeastern Zone Election Day Conference	8:00-4:30/ 7.5 Hours
K-12 School Counselors & FACS	504 Meeting Guidance K-12 Plan	8:00-4:30/ 7.5 Hours
K-12 School Psychologists & Social Worker	504 Meeting DBT Curriculum Work	8:00-4:30/ 7.5 Hours
K-12 Speech & Language Teachers	Denise Jaffe Consultation Work	8:00-4:30/ 7.5 Hours
6-12 ENL Teachers	Vertical Articulation	8:00-4:30/ 7.5 Hours
K-12 Nurses	DBT Coaching Training	8:00-4:30/ 7.5 Hours

In the sample chart above, each of the activities were designed and constructed in consultation with our Professional Learning Committee unit members. Each of the sessions listed are directly related to our Strategic Plan and were in response to identified gaps in program from our needs analysis, such as the need to enhance our K-5 literacy program, address the Next Generation Science Standards (NGSS), support increased vertical articulation and alignment or to develop behavioral interventions through Dialectical Behavioral Therapy (DBT). Each of these initiatives is directly related to student learning outcomes, such as improved student performance on English Language Arts or science assessments, an improved continuum of student inquiry and positive student behaviors.

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STANDARDS-RELATED PROFESSIONAL LEARNING

As was described in the Introduction, [New York State Professional Development Standards](#) have been developed to further assist with the development of this Professional Learning Plan. As such, the Mount Pleasant Central School District has specifically utilized the following standards in the development of this plan, as these are most interconnected with our District's Strategic Plan:

- Standard 1: 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.
- Standard 2: Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Standard 4: 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.
- Standard 6: Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.
- Standard 9: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

In our needs analysis, we deeply reflect upon data and the experience of the members of our Professional Learning Committee to design our professional development so that it is meaningful to our faculty and staff. Further, we believe that the nature of teaching and learning is ever-evolving, such that the content knowledge and skills that are required of our faculty are changing, most directly as a reflection of the students they teach. This new understanding of content and skills should happen in collaboration with colleagues, as teacher collaboration has been shown to have positive outcomes for both students and faculty alike. This immersive experience for our faculty helps to support a student learning environment that is most conducive to learning and takes advantage of technology that is transformation and can redefine the education experience.

DIFFERENTIATED PROFESSIONAL LEARNING

As illuminated in the preceding chart of sample professional learning activities, the nature of professional development in the Mount Pleasant Central School District can vary by grade, school and discipline and/or content area. Nevertheless, a primary focus within the District is to consider vertical articulation and alignment, so although our professional learning can be differentiated, there must be an awareness of the continuum of learning K-12. This means that if there are different initiatives by grade or discipline, there is an understanding of what those differences are and how they connect with both current and future learning within the schools. Of course, some of the differences in learning are because of the self-selected interests articulated by members of our administration, faculty and support staff. Another tenet of our program is to encourage turn-key professional learning, where possible. In this way, employees are not participating in one-off or siloed professional learning opportunities. Rather, they have the opportunity to connect what they have learned with the larger vision for the school district by sharing their takeaways with their peers. This often takes place in the form of 'best practices' discussions during grade level, content area or faculty meetings.

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IMPACT OF PROFESSIONAL LEARNING

The impact of this professional learning plan upon teacher practice and upon student achievement will be visible using the metrics conducted during the needs analysis on an annual or bi-annual basis with our Professional Learning Committee. Further, the sample survey questions posed enable us to gauge the efficacy of individual professional learning sessions using digital data tools, such as Google Forms or Survey Monkey. Those surveys are typically shared on the day of or the day following the sessions, so that we can glean the most accurate information possible with respect to participants' views and feelings about the professional learning that took place. These results are transparently shared with all stakeholders, as is this plan, so there is a clear understanding of the trajectory of professional learning within the district. The dissemination and communication of the impact of the professional learning is also done in a confidential manner, so as to not reveal the identity of a particular staff member or provider in the responses. Rather, the data is generalized, so that overall patterns and trends can be identified and adjusted, as needed. However, confidential results are shared with the administrative members of our Professional Learning Committee, in the event that individual participants or providers require follow-up or additional investigation following a session with their direct supervisor or liaison.

APPROACH TO PROFESSIONAL LEARNING

TIME DEVOTED TO PROFESSIONAL LEARNING

Annually, our teachers and school leaders participate in approximately 40 hours of professional development between our Superintendent Conference Days, Teacher Institute Days, Faculty Meetings and one-hour early dismissals. Of these 40 hours, the district is careful to track the number of hours which conform to CTLE, as defined by Subpart 80-6 of the Commissioner's Regulations, as opposed to building level business. Below, please find a sample chart, which is our method by which we can track specific professional learning sessions by time and faculty member role over the course of a given school year:

SESSION	SUPT. CONFERENCE DAY		TEACHER INSTITUTE		FACULTY MEETING		EARLY DISMISSAL		TOTAL	
TIME	8:00am-3:15pm		12:15pm-2:45pm		2:45pm-4:15pm		1:30pm-2:45pm		N/A	
HOURS	7.25 Hours		2.5 Hours		1.5 Hours		1.25 Hours		12.5 Hours	
TYPE	CTLE Hours	Bldg. Bus.	CTLE Hours	Bldg. Bus.	CTLE Hours	Bldg. Bus.	CTLE Hours	Bldg. Bus.	CTLE Hours	Bldg. Bus.
Admin.	6.25	1.00	1.50	1.00	1.50	0	.75	.50	10	2.5
Teacher	6.25	1.00	1.50	1.00	1.50	0	.75	.50	10	2.5
Teach. Asst.	5.25	2.00	1.00	1.50	1.25	0.25	.50	.75	8	4.5
Total	17.75	4.00	4.00	3.50	4.25	0.25	2.00	1.75	28.00	9.5
Percentage									75%	25%

CTLE PROFESSIONAL LEARNING

Within the approximately 40 hours allocated for professional learning opportunities, approximately 75% of this time is devoted to CTLE hours, as defined to "improve the teacher's or leader's pedagogical and/or leadership skills, targeted at improving student performance....[promoting] the professionalization of teaching and educational leadership, as applicable, and are closely aligned to district goals for student performance" (Subpart 80-6 of the Commissioner's Regulations). We believe that high quality professional learning is at the core of

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our mission: “to educate all children for their future”. By devoting three quarters of our staff development time to meaningful professional learning sends a message about its importance and the need for ongoing and continuous improvement for the sake of our evolving student population, in service of their future endeavors and accomplishments.

CONTINUOUS PROFESSIONAL LEARNING

From the moment new faculty are hired in the Mount Pleasant Central School District, the importance of professional learning is conveyed during our New Teacher Orientation, held annually in August prior to the Superintendent’s Conference Days. The typical list of topics and discussion points are as follows:

- Welcome & Introductions;
- Guiding Principles, Mission & Vision;
- Teaching & Learning in the Mount Pleasant Central School District;
- Tour of the District;
- District-Wide Responsibilities & Expectations;
- Teachers’ Union Welcome;
- Multi-Tiered System of Supports;
- English Language Learners;
- Special Education;
- Technology;
- New Teacher & Mentor Program;
- Building Responsibilities & Expectations;
- Closing.

Further, the following chart of professional learning topics is provided for conversations between new teachers and mentors to continue throughout the school year, which is annually updated:

SEPTEMBER
<ul style="list-style-type: none">● Balancing demands on time;● Home-School Connection;● Parent Communication;

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- Back-to-School Night & Parent Conferences;
- Class Parents (HES/CES);
- Classroom Management;
- Materials Management;
- Data Collection, grading & report cards;
- Relationships with colleagues & support staff (guidance counselors, special education, grade-level team, psychologists, curriculum leader);
- Extra-Curricular Opportunities;
- Professional Growth (Workshops, Study Groups, visiting colleagues' classrooms);
- Assessment schedule including local, NYS Assessments, Regents, APs, PSATs, SATs, ACTs;
- Field Trip procedures;
- Review of District Calendar (District events/Building Events);
- Capstone Projects/Senior Experience (WHS);
- Library/Computer Labs;
- Copy Machines;
- Other topics identified by the mentor or mentee.

OCTOBER

- Classroom management;
- Student discipline procedures;
- RTI;
- Parent conferences;
- Budget Preparation;

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- Progress reports/first quarter grades (WMS/WHS);
- Warnings/deficiencies (WHS);
- College/Summer/Special Program Recommendations (WHS);
- Other topics identified by the mentor or mentee.

NOVEMBER

- Time management;
- Holiday celebrations;
- Assessment schedule including local & NYS Assessments;
- Parent communication regarding report cards & student progress;
- Visiting colleagues' classrooms;
- Budget Preparation;
- Other topics identified by the mentor or mentee.

DECEMBER

- Holiday celebrations;
- Concert Schedules;
- Mid-terms & mid-year Assessments;
- Progress/Concerns with Supervision/Observation & APPR process;
- Mid-year self-reflection/goal setting;
- PSAT, SAT II reviews (WHS);
- Other topics identified by the mentor or mentee.

JANUARY

- Mid-terms & mid-year Assessments;

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- Report Cards (WMS/WHS);
- Mid-year reflection/goal-setting;
- Visiting colleagues' classrooms;
- Other topics identified by the mentor or mentee.

FEBRUARY

- Annual Review Process;
- Report Cards (HES/CES);
- Placement Recommendations & Course Selections (WMS/WHS);
- Other topics identified by the mentor or mentee.

MARCH

- Preparation for NYS Assessments, Regents, AP Exams& final course projects;
- Opportunities for Summer Curriculum Work;
- Student Transitions between buildings;
- Education Foundation Grants;
- Class Picnics (HES/CES);
- Professional Development Opportunities;
- End-of -year self-reflection;
- Other topics identified by the mentor or mentee.

APRIL

- End-of-year self-reflection;
- Preparation for NYS Assessments, Regents, AP Exams final course projects;
- Supply Orders;

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- Washington Trip (WMS);
- Other topics identified by the mentor or mentee.

MAY

- Preparation for Finals/End of Year Assessments;
- End of Year Celebrations Activities;
- Grading/Report Cards;
- Placement procedures (HES/CES);
- Proposals for end of year projects (WMS);
- Other topics identified by the mentor or mentee.

JUNE

- End of Year Procedures;
- Self-Reflection on selected focus;
- Other topics identified by the mentor or mentee.

The approach to continuous professional learning illustrated above is consistent with the ongoing curricular goals and objectives for the broader faculty, which span multiple years and are consistent with the District's Strategic Plan (2017-2022):

- **Goal #1:** Ensure that all members of the professional staff develop the skills, knowledge and strategies to enable all students in the Mount Pleasant Central School District with the opportunity to think deeply, confront new challenges, consider diverse perspectives, evaluate information, explore solutions, use imagination freely, create and apply knowledge and skills and develop original works as a means of personal or group expression while meeting or exceeding New York State Learning Standards.
 - Objective #1: Increase knowledge of New York State Learning Standards;
 - Objective #2: Ensure alignment of written and taught curriculum to New York State Learning Standards;
 - Objective #3: Increase knowledge of effective instructional strategies.

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- **Goal #2:** Ensure that all members of the professional staff develop the skills, knowledge and strategies to enable all students in the Mount Pleasant Central School District to develop the social and emotional competencies that will enable them to be self and socially aware, caring and connected to others and responsible decision-makers.
 - Objective #1: Increase knowledge of the needs of diverse learners. [Although the Mount Pleasant Central School District applies to renew the waiver from professional development requirements under Part 154, the needs of English Language Learners is continuously addressed during professional development in Differentiated Instruction.];
 - Objective #2: Increase the capacity of teachers to support students in being self and socially aware, caring and connected to others and responsible decision-makers.
- **Goal #3:** Ensure that all members of the professional staff develop the skills, knowledge and strategies to integrate technology as a key component of learning and communication.
 - Objective #1: Increase knowledge of applications (including, but not limited to Google Apps) that support critical thinking in learner-centered classrooms;
 - Objective #2: Increase the capacity of staff to effectively implement technology and resources currently available to teachers and students.
- **Goal #4:** Develop and maintain a working culture that is both inviting and motivating for all professional staff.
 - Objective #1: Develop and maintain a robust and comprehensive induction and mentoring program for new members of the professional staff;
 - Objective #2: Develop and maintain a plan for professional staff to engage in professional development through attendance at conferences, workshops, graduate courses, study groups, etc;
 - Objective #3: Develop and maintain a plan for professional staff to engage in professional development through collaboration with other members of the professional staff (study groups, peer visitation, lesson study, etc.).

To accomplish the above-mentioned goals and objectives, professional learning is provided by New York State Education Department approved CTLE sponsors and providers.

PEDAGOGY FOR PROFESSIONAL LEARNING

The methods and approaches for delivering professional learning in the Mount Pleasant Central School District are collaborative in nature and protocol driven. Much of the format for our professional learning time that qualifies as CTLE Hours is research-based and influenced by the National School Reform Faculty (NSRF), who “empowers educators to create meaningful learning experiences for all, by collaborating effectively in reflective democratic communities that foster educational equity and social justice” (<https://nsrfharmony.org/>). The NSRF is largely influenced by higher education, as it was originally founded in 1994 by the Annenberg Institute for School Reform at Brown University. The venues throughout the District during which these collaborations and protocols are utilized are as follows:

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- District-sponsored, scheduled professional learning for all administrators, teachers and teaching assistants:
 - Superintendent Conference Days;
 - Fall & Spring Teacher Institutes;
 - Monthly Extended Faculty Meetings;
 - Monthly One-Hour Early Dismissals.
- District-sponsored, scheduled professional learning for select teachers and teaching assistants:
 - Department meetings with Directors and Curriculum Leaders -
 - Director of Curriculum, Instruction & Administrative Services;
 - K-5 Social Studies;
 - K-12 Fine Arts;
 - K-12 English Language Learners.
 - Director of Pupil Personnel & Student Services;
 - Supervisor of Special Education.
 - Director of Physical Education, Health & Athletics;
 - Director of Technology & Data;
 - Curriculum Leader, K-5 Mathematics;
 - Curriculum Leader, 6-12 Mathematics/Bus/Tech Ed/Computers;
 - Curriculum Leader, K-2 Science;
 - Curriculum Leader, 3-5 Science;
 - Curriculum Leader, 6-12 Science;
 - Literacy Staff Developer & Curriculum Leader, K-2 ELA/Reading;
 - Curriculum Leader, 3-5 ELA/Reading/Library;
 - Curriculum Leader, 6-12 ELA/Reading;
 - Curriculum Leader, 6-12 Social Studies;

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- Curriculum Leader, 7-12 Foreign Language;
- Curriculum Leader, Guidance/Home-Careers.
- Sessions with consultants contracted for the express purpose of engaging administration and faculty in professional learning.
- District-sponsored, elective professional learning available, upon approval, to all administrators, teachers and teaching assistants:
 - Summer Workshops;
 - After-school Workshops;
 - Teacher-to-Teacher Study Groups;
 - Consultant-led Study Groups;
 - Curriculum Review/Writing.
- Other elective professional learning available, upon approval, to all administrators, teachers and teaching assistants:
 - BOCES-sponsored Teacher Center Workshops;
 - Teacher Center-sponsored Workshops;
 - Regional/National Conferences;
 - Regional Study Groups;
 - Graduate Classes.

To the extent practicable, each of the sessions provided by the Mount Pleasant Central School District will utilize the feedback form articulated in the [‘Need-Based Professional Learning’ section](#).

CTLE PROFESSIONAL LEARNING

For the last several years, the Mount Pleasant Central School District has received a School District Waiver, as per Commissioner's Regulations (CR) Part 154 Professional Development Requirements, specific to English Language Learners. Our district is eligible for this waiver because our ELL population makes up less than 5% of the district's total student population. While this waiver exempts our district from the minimum number of professional development hours required by CR Part 154 (15% of total professional learning required for classroom pedagogues and 50% of total professional learning required for those with a certificate in ESOL or who hold a bilingual extension), the waiver does not exempt our district from providing professional development sufficient to meet the needs of its ELLs.

As such, we continue to provide professional learning to our administrators, teachers and teaching assistants in accordance with these requirements. The Mount Pleasant Central School District is committed to providing a

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robust professional learning plan for all teachers, including those who provide English as a New Language Instruction to our ELLs. Teachers participate in a variety of professional development opportunities, including regional conferences and workshops provided by our local BOCES and Regional Bilingual Education Resource Network (RBERN). For example, our teachers attend the annual TESOL conference. Several teachers will attend our regional English as a New Language Forums, in which the Next Generation Learning Standards, best practices, helping ELLs who struggle, culturally responsive education and NYSESLAT score deconstruction will be discussed. Teachers have also been seeking certification in Newsela, a tool which provides informational text at appropriate reading levels, in addition to Spanish (which comprise the vast majority of our ELLs). In addition, teachers are attending sessions at BOCES, including how to support ELLs/MLLs in all learning environments. Finally, all of our elementary faculty are receiving training in phonics-based instruction through the Wilson 'Foundations' program, which supports decoding strategies for all students, in particular our ELLs, in addition to 'Patterns of Power', a program to support the conventions of academic English when writing, which is also critical for our ELL population.

CTLE RECORD KEEPING & DOCUMENTATION REQUIREMENTS

Per New York State Education Department regulation, educators in the Mount Pleasant Central School District must maintain personal records of completed CTLE, including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities.

In addition, educators in the Mount Pleasant Central School District must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE. While educators will not send documentation of their CTLE clock hours to the Department for the re-registration process, their CTLE documentation must be available upon request by the Department. For all of their CTLE activities, educators should be able to either:

- Provide the Completion of Approved CTLE Hour(s) Certificate form (CTLE completion form), or
- Provide an alternative form or format that captures the same information requested on the CTLE completion form (e.g., CTLE certificates), or
- Be able to generate a CTLE certificate with the information requested on the CTLE completion form (e.g., from a professional learning management system).

As an approved CTLE sponsor, the Mount Pleasant Central School District must maintain records of the CTLE awarded for eight years and must provide educators with either:

- The Completion of Approved CTLE Hour(s) Certificate form (CTLE completion form), or

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- An alternative form or format that captures the same information requested on the CTLE completion form (e.g., CTLE certificates), or
- Access for educators to generate a CTLE certificate with the information requested on the CTLE completion form (e.g., from a professional learning management system).

OTHER PROFESSIONAL LEARNING OPPORTUNITIES

Other professional learning opportunities are provided for our administrators, teachers and teaching assistants to support their professional growth through the following organizations, which are New York State approved CTLE sponsors and providers:

- Southern Westchester BOCES;
- Lower Hudson Regional Information Center;
- Hudson Valley Regional Bilingual Education Resource Network;
- The Teacher Center of Central Westchester;
- Edith Winthrop Teacher Center
- Putnam/Northern Westchester BOCES;
- Tri-State Consortium;
- [Other approved CTLE sponsor or provider.](#)

The professional learning opportunities described above are all approved through [Frontline's 'Professional Growth' module](#) and their corresponding catalogs by partner organizations, which provide the forms upon which our administrators, teachers and teaching assistants apply for said approval.

MANDATORY TRAINING

Required trainings for school violence intervention and prevention, child abuse identification, the needs of children with autism and the Dignity for All Students Act (DASA) are necessary for the initial and professional certifications upon hiring within the Mount Pleasant Central School District. Our Executive Assistant for Human Resources verifies within the Office of Teaching Initiatives TEACH database that the prospective employee has the required certification, in addition to fingerprint clearance. There are also additional supplemental certifications for which some of the above training may be required for existing employees, which are provided through Southern Westchester BOCES in the [Frontline's 'Professional Growth' module](#) and their corresponding catalog. Evidence of completion is once again verified by our Executive Assistant for Human Resources within the Office of Teaching Initiatives TEACH database.

There is also ongoing, annual training which is provided to all employees within the Mount Pleasant Central School District at our annual employee orientation in August during one of our Superintendent's Conference Days, which cover the following topics:

- Child Abuse in an Educational Setting;

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- Dignity for All Students Act;
- Mandated Reporting;
- Sexual Harassment;
- Emergency Response Plan;
- School Violence Prevention;
- Hazard Communication;
- Bloodborne Pathogens;
- Data Privacy & Security.

MENTORING PROGRAM

The mentoring program for the Mount Pleasant Central School District is described extensively in the Mentor Program Handbook, which is updated annually and available on the [Curriculum, Instruction & Administrative Services Department webpage](#), under the 'Teacher Development' section. A brief synopsis of this plan is as follows:

- **Program Goals:** The goals of the Mount Pleasant Central School District's mentoring program are to contribute to the achievement and well being of teachers and students by -
 - Supporting new teachers as they are inducted into the school and community;
 - Providing professional development activities that strengthen the performance of teachers who are new to the district;
 - Establishing forums for teachers who are new to the district to share their educational insights with established staff members; and
 - Fostering a professional community that values continuous improvement.
- **Program Design:** The district's mentoring program ensures that
 - individual mentors and school-based mentoring teams are prepared to fulfill their roles;
 - adequate time is allocated to the program;
 - a semi-annual needs assessment of mentors and their mentees is conducted; and
 - the design of the program is evaluated annually and revised as needed.

While the New York State Education Department mandates that teachers holding Conditional Initial, Initial, Internship, Transitional B or Transitional C certificates must be mentored in their first year of teaching, the Mount Pleasant Central School District regularly provides mentors for any new teacher to the District, regardless of whether they are in their first year of teaching or previously taught in another school district. We believe strongly in the sacred importance of the mentor-mentee relationship upon entry into our schools. In addition, as of December 31, 2019, for those educators who are chosen to be mentors of new classroom teachers

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and/or teacher candidates, the Mount Pleasant Central School District offers CTLE hours. This includes up to 30 CTLE hours for mentors of new classroom teachers and up to 25 CTLE hours for mentors of teacher candidates, both of which accrue during the five-year registration period.

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