

## **INTRODUCTION**

“The Board of Regents, at its March 2016 meeting, adopted a new 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.”<sup>1</sup>

The Island Park Union Free School District’s (UFSD) (aka “District”) Professional Development Plan (PDP) embraces research findings that identify the teacher as the most important influence in a student's learning experience. Thus, the District’s goal is to serve as a CTLE-approved sponsor by the New York State Education Department so that it can provide professional development activities that support its teachers in their efforts to engage students and improve learning through effective teaching based on the research of best professional practices.

However, just as differentiation of instruction is important to meet students' learning needs, differentiated professional development is important to meet teachers' learning and instructional needs. In its commitment to raising the knowledge, skills, and opportunity of its students, the Island Park UFSD seeks to enhance students’ cognitive, social, emotional and academic achievement through a variety of differentiated professional development activities for its teachers and administrators.

Consistent with the *New York State Education Guidance for NYS School Districts*<sup>2</sup>, all professional development must be:

- focused on improving student performance. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance, which meet the standards prescribed by the Regulations of the Commissioner;
- rigorous;
- attributed to content, pedagogy, or language acquisition; and,
- completed through a NYSED Approved CTLE Sponsor.

Furthermore, the “District attests to having professional development presented in the district or approved for teachers and administrators to attend off-site will be by professional developers that have demonstrated their competence to offer the coursework or training and activities; and, pursuant to both

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<sup>1</sup> See “Continuing Teacher and Leader Education Requirements,” <http://www.highered.nysed.gov/tcert/resteachers/ctle.html>. Note: These new Registration and CTLE requirements do not apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

<sup>2</sup> <http://www.highered.nysed.gov/tcert/resteachers/registrationguidance.html>.

the new law and the Regulations, acceptable CTLE “shall mean activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner.”

Historically, and going forward, the District’s Annual Professional Development Plan is developed with assistance from the District’s Professional Development Committee. It is shared with the Executive Committee of the Island Park PTA from whom the PDC encourages suggestions and input. It is then, reviewed, amended, and approved by the District’s Board of Education.

## **GOALS**

To this end, all District-approved professional development activities culminating in Professional Development or CTLE/In-service Hours must achieve one or more of the following goals:

1. Monitor and improve implementation of previously adopted programs along with research-based strategies and best practices to ensure skillful execution with fidelity;
2. Improve development and integration of growth mindset with respect to self, students, families, colleagues, instruction, etc through collaborative learning and working experiences;
3. Deepen curricular knowledge base and remain current in content area, instructional strategies (including differentiation approaches), and use of data (including students’ work as evidence), to inform instruction;
4. Broaden project-based learning, critical thinking, and problem solving, especially in STEM (Science, Technology, Engineering, and Mathematics), to promote student ownership of the learning process;
5. Enhance understanding of students’ needs as well as management skills of individual and/or groups of students in both heterogeneous and homogeneous settings as well as create safe, secure, supportive, and equitable learning environments for all students;
6. Enhance ability to create and/or select more accurate or appropriate formative and summative assessment methodologies (including rubrics), that provide both guidance and feedback to students for self-correction and improvement; and,
7. Support opportunities that make the most of current and new technologies (including Chromebooks), instructional software, educational applications, and programs to enrich classroom instruction and enhance learning.
8. Expand curricular and instructional opportunities that provide exploratory experiences to build 21<sup>st</sup> century college, career, and citizenship skills (with informed, engaged and active practices in the three dimensions of citizenship: civic, global, and digital).<sup>3</sup>

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<sup>3</sup> [http://www.p21.org/storage/documents/Reimagining\\_Citizenship\\_for\\_21st\\_Century\\_webversion.pdf](http://www.p21.org/storage/documents/Reimagining_Citizenship_for_21st_Century_webversion.pdf)

Of important note, these goals include those outlined in the District's *2018-2021 Instructional Technology Plan*, which was submitted and approved by the NYS State Education Department.

## **PROFESSIONAL DEVELOPMENT PLAN (PDP) COMPONENTS**

The District's PDP is comprised of four components: 1) Needs Assessments, 2) Professional Development Opportunities, 3) Induction and Mentoring Programs, and 4) Ongoing Professional Learning Activities. Together, these components are both a means for improving professional practice and student learning; and providing multiple sources of information for the District to assess its effectiveness in improving professional practice and student learning.

### **Component One: Needs Assessments**

Needs assessments are derived from data collected in four ways:

1. Faculty Performance Reviews
2. Student Performance Reviews
3. Annual Professional Development Survey
4. Annual Technology Survey

Faculty Performance Reviews are based on teacher and principal data derived from the NYSED APPR teacher and principal ratings. Student Performance Reviews are based on student data derived from State Assessments and local NWEA scores.

Faculty Performance Reviews: School building and district leaders will review the performance of individual teachers as well as teams/departments of teachers through annual teacher and principal rating data received from SED as part of its Annual Professional Performance Review (APPR) Plan under 3012-d along with annual Marzano<sup>4</sup> and Marshall rating data derived from observations by evaluators.

Each classroom teacher and building principal receives an annual State rating of Highly Effective, Effective, Developing or Ineffective. This is an overall rating, based roughly on measures of student learning (performance on State and Local Assessments) and teacher/principal practice (observations of teaching or building leadership made by evaluators using the Marzano Framework or Marshall Rubric). All measures provide relevant information regarding areas of individual and collegial strengths and

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<sup>4</sup> All teachers, including Long-Term Per Diem Substitutes are evaluated using the Marzano iObservation Framework. School Nurses, Psychologists, Counselors, Social Workers are evaluated using the Danielson Framework for each respective specialist.

weaknesses. These are taken into consideration when planning professional development for the coming school year.

Student Performance Reviews: Similarly, school building and district leaders will engage in progress monitoring by reviewing the annual achievement of students on State Assessments (ELA, Math, and Regents) as well as the local Northwest Evaluation Association (NWEA) MAP Growth indicators to gain a nuanced view of students' performance and their respective teacher's work with them as individuals, members of subgroups, and as part of an entire class or grade. For example, school leaders will identify skills and content for which patterns of strength and weakness exist in individual reports, as well as among students in a class taught by a single teacher or group of teachers. By doing this, school leaders will use State Assessment and local NWEA data to assist in differentiating needs of teachers and administrators when planning professional development for the coming school year.

The overall goal of the Faculty and Student Performance Reviews is to evaluate faculty members' and students' needs and then to provide professional development opportunities that will improve the teaching/learning process in order to meet the developmental and educational needs of students.

Annual Professional Development Survey: The PDP includes use of an online Annual Professional Development Survey using such tools as Survey Monkey and Google Forms effective May or June 2019. The survey will present a menu of professional development questions and options that align with New York State Education Department Regulations and Standards as well as District Goals set by the Board of Education. Completion of the Annual Professional Development Survey by teachers and administrators, enables the District to collect faculty members' feedback on the topics, skills, and areas they believe they need to learn about or receive training in order to improve student achievement. Moreover, the survey encourages self-reflection with respect to one's own needs as well as cross-dialogue and group reflection among colleagues to understand group needs. Individual needs may pertain to one's level of competence or expertise with respect to a particular teaching strategy or content area; group needs may pertain to the group's level of competence or expertise on a grade-level or team, within the same department/teaching subject, etc.

Annual Technology Survey: It is a fact that "Schools of education spend virtually no time developing technological literacy in students who will eventually stand in front of the classroom. The integration of technology content into other subject areas, such as science, mathematics, history, social studies, the arts, and language arts, should be included as they greatly boost technological literacy."<sup>5</sup> Thus, the District is committed to teacher training that will help them carry out the integration of technology literacy and its use in ways that prepare students for college, career, and citizenship roles in a globally competitive 21<sup>st</sup> century workforce.

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<sup>5</sup> See "Improving Technological Literacy," <http://issues.org/18-4/young/>.

Through high-quality professional development, teachers and administrators will develop the ability to create learning opportunities that utilize technology to promote critical thinking, complex problem-solving, collaboration, and multimedia communication. Students will not only be challenged and engaged through rigorous Next Generation Learning Standards but STEM programs and initiatives based on the International Standards for Technology in Education Standards for Teachers and Students.

Because teachers have varying levels of technology literacy and ability with its use, the district recognizes that it must conduct a formal assessment of teachers and school leaders in order to ascertain their individual and group needs. Thus, the District will conduct an online Annual Technology Survey.

The Technology Committee, comprised of teachers and other stakeholders, will meet at least twice annually to measure and evaluate the progress of the District's Instructional Technology Plan as well as to set learning goals for faculty members. Effective May or June 2019, it will use an online district-created survey (in addition to the PD survey) with a Likert scale to gather information and data from teachers and administrators to evaluate their needs. Items will be categorized according to the seven areas identified by the ISTE Standards for Educators. They are: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, and Analyst.<sup>6</sup> The goal is to measure how teachers and administrators use technology to improve teaching practice and student achievement. Summary data will be reviewed by the Technology Committee as well as with faculty members at district-wide meetings for the purpose of informing instruction and improving achievement.

To reiterate, the Needs Assessments conducted through Faculty and Student Performance Reviews will promote the use of 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.

### **Component Two: Professional Development Opportunities**

Each year, the district constitutes and schedules two meetings of its Professional Development Committee (PDC also known as the Faculty-Administrators Forum, FAF). The PDC/FAF is comprised of the following members:

- Superintendent
- Assistant Superintendent
- School Business Administrator
- Director of Pupil Personnel Services
- Middle School Principal

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<sup>6</sup> See ISTE Standards for Educators, <https://www.iste.org/standards/for-educators>.

- Elementary School Principal
- IPFA President
- IPFA Vice President
- IPFA Middle School Representatives (2)
- IPFA Elementary School Representatives (2)

In August or September, the PDC/FAF meets and uses the data collected from the Annual PDP and Technology Surveys to establish a list of professional development priorities for the District to consider as it moves forward in its development of the new school year's in-district CTLE-approved/In-service Credits and Professional Hours. This same list of professional development priorities will become a reference for building- and district-level administrators when approving or denying teachers' and principals' participation in out-of-district professional development activities.

In May or June, the PDC/FAF will use the NYSED professional development rubric, which provides a measurement tool, and more importantly, a guide for the development of teacher and administrator ongoing education.<sup>7</sup> The group will individually and collectively use the rubric to evaluate the strengths and weaknesses of the current school year's Professional Development Plan. It will also use the rubric to generate questions for the online Annual Professional Development and Technology Surveys from which planning will occur for the following school year.

In June or August, representatives of the PDC (including the Superintendent and Assistant Superintendent), representatives of PTA, a Board member, and other respected parties who serve as educational consultants and/or professors of education will be invited to meet to review the PDC's PDP evaluation, questions generated for the Annual Professional Development and Technology Surveys, and changes suggested for the coming school year. Together, they will further review this information, discuss it, and make suggestions they perceive to be in the best interest of students and the school community. This meeting provides full participation by all members of the school community in the PDP.

### **Activities for Approved Professional Development Hours or CTLE/In-service Credits<sup>8</sup>**

The following categories of activities may culminate in professional development hours or CTLE/In-service Credits<sup>9</sup> as they meet the needs of the school district in building teacher capacity. They are consistent with 8 CRR-NY 80-6.9, which identifies the requirements for Continuing Teacher and Leader Education (CTLE) Requirements for holders of Professional Certificates:

<sup>7</sup> See "A Framework for Professional Development," <http://www.p12.nysed.gov/ciai/tgpd/documents/PDFrameworkPDF.pdf>.

<sup>8</sup> See "NYSED Acceptable Professional Development (PD) or Continuing Teacher and Leader Education (CTLE) for the Reissuance of an Initial Certificate," <http://www.highered.nysed.gov/tcert/certificate/reissuanceinitial.html#one>.

<sup>9</sup> All activities satisfy NYSED and District criteria for Professional Development Hours. However, In-service Credits are only awarded by the District if they are earned through a CTLE approved sponsor.

- (a) Acceptable CTLE must be taken from a sponsor approved by the NYS Education Department pursuant to section 80-6.10 of this Subpart.
- (b) Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of this Subpart. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.<sup>10</sup> These may include:
- Collaborating with other teachers to examine case studies of student work and development as part of an approved activity, e.g., participation in Professional Learning Community;
  - Participating in courses and other learning opportunities delivered from NYSED CTLE providers, such as institutions of higher education, teacher centers, BOCES, school districts, and independent professional development service providers;
  - Completing coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of a teaching or advanced teaching degree, e.g., teaching strategies (1-87) identified by John Hattie<sup>11</sup>
  - Completing coursework for more advanced certification, e.g., Master’s Degree, or Professional Certificate;
  - Curriculum planning and development, e.g., BOCES CIT COSER; and
  - Participating in formal programs of peer coaching or participation in peer review, e.g., Teacher Evaluation Training through BOCES, District Mentoring Program, etc.

### **Guiding Principles for Approved Professional Development Hours or CTLE/In-service Credits**

The District will follow NYSED’s Guiding Principles for approving and awarding CTLE/In-service Credits and/or Professional Hours.<sup>12</sup>

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Notes: A) Highlighted sections are required re-writes by district for NYSED.

B) First Aid/CPR/AED PD for CTLE credit will only be approved for Health Education and Physical Education Teachers.

<sup>10</sup> For the NY Code, Rules, and Regulations (NYCCR) related to this, see

[https://govt.westlaw.com/nyccr/Document/I0e225e610ac411e69decf8bace0b1424?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/nyccr/Document/I0e225e610ac411e69decf8bace0b1424?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)&bhcp=1)

<sup>11</sup> See “A list of influences on achievement” in *Visible Learning for Teachers: Maximizing Impact on Learning*.

Notes: A) Highlighted sections are required re-writes by district for NYSED.

B) First Aid/CPR/AED PD for CTLE credit will only be approved for Health Education and Physical Education Teachers.

<sup>12</sup> See “NYSED Acceptable Professional Development (PD) or Continuing Teacher and Leader Education (CTLE) for the Reissuance of an Initial Certificate,” <http://www.highered.nysed.gov/tcert/certificate/reissuanceinitial.html#one>.

- CTLE must be from an Approved Sponsor.
- CTLE is supposed to be rigorous, in content, pedagogy and/or language acquisition and tied to the NYS teaching standards. The standards are found at <http://www.highered.nysed.gov/tcert/resteachers/teachingstandards.html>.
- PD/CTLE results in a demonstrated increase in knowledge and understanding, skillfulness and professional values.
- PD/CTLE enables the teacher to deepen his/her knowledge base and remain current in his/her content area and instructional strategies, such as:
  - enhancing subject matter knowledge;
  - application of appropriate teaching techniques;
  - broadening and enhancing abilities to apply more accurate and appropriate assessment methodologies, and;
  - enhancing skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

PD/CTLE activity hours accrue according to the number of clock hours spent in the activity, e.g., in service workshop, conference session, etc. In the case of credit-bearing college courses, each semester hour of credit is equal to 15 hours of professional development, and each quarter hour of credit is equal to 10 hours of professional development.

### **Component Three: Induction and Mentoring Programs**

The third component of the Island Park Professional Development Plan is its *Induction and Mentoring Programs*. The purpose of both programs is to improve the quality of education through the collegial interaction of the entire staff – administrators, instructional leaders, classroom teachers, counselors, and support staff. Mentoring in our school district encourages excellence in the instructional program through good teaching, effective administrative leadership and supervision, and knowing how to support students through the coordination of school personnel.

Induction consists of Orientation Day. Its purpose is to assist teachers and school building leaders new to teaching or school building administration as well as veteran teachers and other employees new to the district in their adjustment to Island Park’s school culture as an employee, a professional colleague, and member of the community.

This full-day of induction usually takes place at the end of August.<sup>13</sup> Mentors (veteran employees who will serve as one-to-one coaches for Initial certificate holders throughout the year) meet their Mentees (those who have not satisfied one year of requisite mentoring experience). They are joined by other new employees including clerical staff, administrators, and veteran teachers who are all new to the district

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<sup>13</sup> See APPENDIX A for sample of August 2017 New Teacher Orientation Day Agenda.

(but not necessarily assigned Mentors). The Superintendent, Assistant Superintendent, School Business Administrator, Director of Pupil Personnel Services, Principals, Human Resources Clerk, Purchasing Clerk, Transportation Director, PTA President, Food Service Manager, etc provide informative seminars on a variety of topics. There is also a narrated school bus ride through the community and a visit to the public library as well as a working lunch.

As noted above, the district assigns Mentors to Mentees who are beginning educators in teaching or school building leadership. In addition to the activities noted, the district provides a yearlong mentored experience that includes eight formal seminars, each scheduled from 3:30 to 5:00 PM, which focus on current research in education, best practices, instructional strategies to improve student engagement and achievement, and key aspects of supervision and evaluation from the District's APPR Plan. Beyond this, Mentees participate in approximately forty (40) hours of informal meetings with Mentors before or after-school during the ten-month mentoring period on an as-needed-basis. (Mentors are compensated for this time at a rate identified in the IPUFSD-IPFA Agreement. The Mentoring Program provides support so that new teachers and principals have the opportunity to gain skillfulness and make a successful transition to one's first professional experience under an Initial Certificate.<sup>14</sup>

#### **Component Four: Ongoing Professional Learning Activities**

There are many ongoing professional learning activities supported by the District (that may earn Professional Hours, though they may not earn CTLE/In-service credit) because they encourage and provide for continuing growth of oneself as well as improved achievement for students. Some examples include but are not limited to:

- presenting information to colleagues at faculty meetings, Superintendent's Conference Day(s)
- improving teaching and learning through goal setting and changed performance
- accepting new, additional responsibilities such as unpaid before- and after-school teaching
- participating in teacher partnerships and professional organizations
- serving voluntarily on school/district committees and other school leadership activities, e.g., CDEP (Comprehensive District Education Plan), DCEP (District Comprehensive Education Plan), or CEP (Comprehensive Education Plan), FAF, APPR, PLC, etc.

#### **CONCLUSION**

As noted above and consistent with State Education Department Guidelines, the purpose of the District's Professional Development Plan is to expand educators' content knowledge and skills necessary to

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<sup>14</sup> See "NYSED Mentoring Requirement for Certification, <http://www.highered.nysed.gov/tcert/resteachers/mentoringreq.html>.

provide developmentally appropriate instructional strategies and ways of assessing students' learning. Professional Development coursework and activities will be designed and conducted through various instructional methods that are individually engaging while emphasizing the importance of collaboration among educators, families, and other community members in a respectful and trusting environment that encourages equitable learning environments and opportunities for all students.