

Plainedge School District



PROFESSIONAL DEVELOPMENT PLAN 2017-2018

BEDS Code: 280518030000
Superintendent: Dr. Edward Salina
Address: 241 Wyngate Drive North Massapequa NY
E-mail: salina@plainedgeschools.org
Phone: 516-992-7460
Year(s) Plan in Effect: 2016-2017
Number of Schools in District: 5

Members of the Plainedge School District Professional Development Committee:

Eric Nezwitz and Lisa DePaola, Superintendent's Office of Curriculum and Instruction

John Reynolds, HS Assistant Principal

Verdel Jones, Director of Guidance

Deborah Fallon, Teacher Center Director and Teacher

Perry Fuchs, PFT President and Teacher

Chantal Santucci, Teacher

Donna MacPherson, PTA Representative

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Introduction

The Plainedge Professional Development Committee has prepared this professional development plan in accordance with current regulations of the New York State Commissioner of Education. The regulations are as follows:

- By September 1, 2000, and annually by September 1st of each school year thereafter, the district shall adopt a professional development plan. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.
- The plan will permit teachers to maintain their certificates in good standing based upon successfully completing 100 hours of professional development every five years.
- The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the district.
- The District shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities and English language learners to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities and English language learners, respectively.
- The plan shall be developed through collaboration with a professional development team. The team shall consist of the following members: the superintendent of schools or his or her designee, school administrators upon designation by the administrators' collective bargaining organization, teachers upon designation by the teachers' collective bargaining organizations, which should make up majority of the teams, at least one parent upon designation by the established parent groups in the district, and one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, and at least one representative of a higher education institution, provided that the board of education or BOCES determines that a qualified candidate is available to serve after conducting a reasonable search.
- The professional development plan shall be adopted by the Board of Education at a public meeting.
- The final determination on the content of the professional development plan shall be the determination of the Board of Education.

- The Superintendent shall certify to the Commissioner that the requirements of this regulation have been met and the District has complied with the professional development plan for the current year.
- The professional development will be in alignment with New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities. There will be articulation of professional development across grade levels and efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective by measuring the impact of professional development on student achievement and teachers' practices.
- The District will provide a mentoring program to support new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.
- The professional development plan shall describe how the District will provide a mentoring program for teachers in the classroom teaching service who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate.

I. Needs Analysis and Goals

The Plainedge Board of Education is committed to the continuous growth and improvement of educational programs through ongoing professional development. The goals of the Professional Development Plan are to implement Professional Development that is aligned with the New York State Professional Development Standards and includes student and teacher needs, district initiatives, and certification requirements.

The purpose of this plan is to provide Professional Development in the following areas:

1. Student Needs
2. District Initiatives
3. Teacher Needs (Appendix A)
4. Certification/Mentoring Requirements (Appendix B)

All of the above are to be aligned with New York State's standards for High Quality Teaching.

II. Objectives

The objectives of the Professional Development Plan are to:

- o Ensure that teachers have input in the selection of staff development opportunities.
- o Provide access to a variety of different staff development opportunities.
- o Connect staff development to teacher needs.
- o Connect staff development to district initiatives.
- o Connect staff development to student performance.
- o Align staff development to the New York State Learning Standards.
- o Provide support for new teachers and teaching assistants.
- o Support staff in maintaining certification.

III. Strategies

To promote high quality professional development, the Professional Development Committee will:

- o Ensure that the Plainedge School District, through its Teacher Center & Central Administration, continues to administer & analyze a Needs Assessment Survey.
- o Research, review and approve appropriate professional development providers.
- o Meet the ten standards for high quality professional development, which are:

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

IV. Professional Growth Activities

CTLE activities must be offered in appropriate subject areas, as defined in law and regulation Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the establishment of CTLE requirements for Professional and Level III Teaching Assistant certificate holders, which:

- will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, developmentally appropriate instructional strategies and assesses student progress;
- is research-based and provides educators with opportunities to analyze, apply, and engage in research;
- includes the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions;
- is designed to ensure that educators:
 - have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
 - have the knowledge and skill to meet the diverse needs of all students;
 - have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
 - have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
- uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth;
- promotes technological literacy and facilitates the effective use of all appropriate technology; and

- evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Activities that may count for CTLE credit must be:

- offered by a SED-approved sponsor;
- formal courses of learning including, but not limited to, university and college credit and non-credit courses;
- professional development programs and technical activities offered by national, state and local professional associations and other organizations acceptable and approved by SED; and
- professional development opportunities provided by the Plainedge School District, Plainedge Teacher Center, or BOCES

V. Professional Development Activities by the Plainedge School District

The purpose of the Professional Development Plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain professionally current, to meet their needs and those of their students, and to maintain certification. The following list, which is not all-inclusive, reflects the types of activities that are available for professional development. Professional development hours shall accumulate on an hour for hour basis.

1. Active participation in the building/department/district Professional Learning Community (PLC)
2. Service as an elected officer of a professional organization
3. Participating in interdisciplinary, vertical, or cross grade building committees, or district committees
4. Professional visitations and collegial lesson observations
5. Participating in courses, conferences and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts, PTA, SEPTA and independent professional development service providers
6. Coursework linked to improvement of instructional technique or content knowledge
7. Completing coursework for more advanced certification or certificates in additional areas or in accordance with teaching assignment requirement for extension to certification
8. Participating in training and/or scoring of state and/or district assessments

9. Participating in mentoring programs (as mentor or mentee)
10. Engaging in research projects
11. Participating in collegial studies focused on student learning, teaching strategies, personal growth areas, etc.
12. Participating in programs of peer coaching or review
13. Participating in curriculum planning and development state or local level
14. Pursuing National Board Certification or re-certification as candidate or provider
15. Participating in reviews of class performance data over time, to make decisions about one's own professional development, based on student outcomes, including building level Response to Intervention based teams (ie- Data Teams) and district-wide grade level teams
16. Developing or collaborating in the development of new programs or instructional methods
17. NYSTCE assessor or test development committee member
18. Delivering professional development
19. Service as a cooperating teacher for a student teacher or field internships, including attendant meetings and processes
20. Participating in the Teachers' Center, as an officer and/or member of the policy board
21. Service on the State Professional Standards and Practices Board
22. Participating in professional development school activities or school-college teacher development partnerships (faculty meetings may be counted for the portion of the meeting designated by the principal as professional development)
23. Publishing educational papers, journals, etc.
24. Developing and presenting a major paper, other than required coursework
25. Participating in parent, family and community activities that promote professional growth.
26. Instructing a college level course related to education or certification area. A maximum of forty-five hours (45) for each five (5) year professional development cycle.

If a question arises regarding acceptable activities for professional development, the committee will determine validity by using the Professional Development Plan and New York State Professional Development Standards.

VI. Specific Requirements for those holding a *Professional Certificate* (100 Hours Requirement)

Holders of the Professional certificate and holders of the Level III Teaching Assistant certificate must complete 100 hours of professional development every 5 years in order to maintain certification.

The ultimate goal of all efforts in this area is to increase the capacity of teachers and teaching assistants to enable and assist all students to higher academic achievement.

Teachers who are required to submit these hours must do so through My Learning Plan using the **log entry** forms (for individual instances of professional development) and the **100-hour form** (once 100 hours have been accumulated). The Plainedge School District will submit these hours through the NYS TEACH system biannually. It is the responsibility of the teacher to ensure that the district submits this information on his or her behalf.

VII. Submission of Professional Development Requests

Plainedge School District uses My Learning Plan to track professional development. This includes attendance at conferences and workshops as well as Individual Learning Plans and 100 Hour Logs (where applicable). Below is outlined the specific steps for faculty members using My Learning Plan:

1- Conferences, Graduate Courses, In-Services Courses, Teacher Center Courses, BOCES courses and any other Professional Development (even PD sponsored by the district, such as Teachers' College training) must be entered in MLP.

2- In order to fill out a request for a conference, you will be asked to choose the elements of the NYS Standards of Teaching that are supported by the conference.

3- **After attendance at a workshop or conference that takes place outside of the district, certificates of attendance must be sent to the Department of Instruction.** For completed graduate courses, sealed official transcripts must be sent to Department of Instruction. Courses that result in the awarding of in-service credits must have a certificate sent to Department of Instruction. All activities must then be marked "final" in MLP. Courses taken through the Plainedge Teacher Center must have an evaluation form completed in MLP. Courses are not marked final in MLP until these documents have been completed and received.

MLP Forms by name:

100 Hour PD Requirement: Used for those who are required to submit 100 hour logs.

Professional Development: Regular PD – ex: Teachers’ College training (In the form, select the substitute radio button if a substitute is required AND choose Full Day Absence) Do not enter an absence in Aesop. Do not use this form for attendance at workshops that require payment.

Conference Request: Used when requesting to attend a conference. Example: PE Consortium meeting (Will trigger AESOP if full day absence is marked, but will only arrange a substitute if that is also marked) Do not enter an absence in Aesop. When the conference is approved, you must send registration paperwork to the Department of Instruction. You will not be automatically registered for a non-BOCES course by MLP.

Note: In order to correctly sign up for a BOCES course, you must register through one of the BOCES online catalogs which are located on the left side of the screen (WS BOCES, Nassau BOCES, ES BOCES).

In-Service Request: Used when applying for in-service courses (no substitutes)
Grad Credit- Professional: Used when applying for graduate courses for salary increment

2016-2018 ILP: For Individual Learning Plans

Please Note: Professional Development used for salary increment is also regulated by the most current Collective Bargaining Agreement (CBA) between the Plainedge Federation of Teachers and the Plainedge School District. For questions related to salary increment, please see article V, section 7 of the CBA.

VIII. Evaluation of Professional Development

- District-sponsored professional development is evaluated by participants upon completion of the activity allowing for both objective and open-ended comments. Feedback is used to inform follow-up activities and to improve the process of professional learning.
- Building administrators review summaries of staff learning at conferences, workshops, and trainings. Participants will share their learning through turn-key training.
- Building principals will report annually to the Curriculum Office on the effectiveness of the building's professional development activities.

IX. Review

This plan will be evaluated at the end of each school year.

Plainedge Public Schools

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Appendix A: Teacher Needs Assessment

The following questions are answered by the teachers through My Learning Plan in order to help determine professional development needs:

1. My position in the district is...
 - Elementary Teacher
 - Elementary Teacher Assistant
 - Middle School Teacher
 - Middle School Teacher Assistant
 - High School Teacher
 - High School Teacher Assistant
 - Other: _____

2. What was the most worthwhile professional development experience you ever had?

3. Do you require any professional development in any of the below-listed areas (please check all that apply)?
 - APPR
 - Castle Learning
 - DASA
 - Data Mate
 - Epson Projectors/Apple TV
 - GO Math/Fastt Math
 - IXL
 - IEP Direct
 - iPad/iPad Mirroring
 - MLP
 - NWEA
 - Teachers' College
 - Mindfulness
 - Student Response Systems (iPad, iPhone, Sentio)
 - Survey Monkey
 - Turn-it-in
 - Social Media
 - PowerSchool Pro
 - Climate in Workplace
 - Other (including iPad apps)

4. Please choose at least one academic content area in which targeted professional learning would enhance your capacity as a teacher or teaching assistant (Check all that apply).
 - ELA
 - Art
 - CTE
 - ELL
 - Foreign Language
 - Math

- Music
 - Reading
 - RTI
 - Science
 - Social Studies
 - Special Education Strategies
 - STEM (Science, Technology, Engineering, Math)
 - Other: _____
5. Which three areas of professional development would most enhance your skills as a teacher or teaching assistant and improve student learning in your school? (Check all that apply).
- Assessing student achievement
 - Classroom Management
 - Co-teaching and inclusion teaching
 - Differentiated instructional strategies
 - Interpreting and using data
 - Lesson planning
 - Multiple intelligences and learning styles
 - Parental and community involvement
 - Pyramid of intervention (RTI)
 - Social/Emotional Learning and Literacy
 - Standards-based classroom instruction (Common Core)
 - Student modifications and accommodations (ex. 504, Special Education)
 - Mindful
 - Technology
 - Transitional assessment/IEP writing
 - Using the NYSUT rubric
 - Other: _____
6. What types of activities best fit your scheduling needs?
- Effective Teaching Institute (ETI) 2 hour workshops
 - Effective Teaching Institute (ETI) 4 hour workshops
 - Book talks and/or collegial circles ranging from 6-30 hours
 - 15 hour in-service courses
 - Online Courses
 - Blended Learning
7. In-service courses are currently 15 hours. How would you prefer them to be scheduled?
- More sessions with shorter timeframes (15 sessions for one hour)
 - Less sessions for a longer timeframe (5 sessions for three hours)
 - Other
8. Which day(s) of the week are you more apt to attend a professional development activity?
- Monday
 - Tuesday (not including PLC)
 - Wednesday
 - Thursday

- Friday
- Saturday

9. What time works best for you during the school week?

- 6:15 am – 7:15 am
- 7:15 am – 8:15 am
- 2:45 pm – 4:45 pm
- 3:30 pm – 5:30 pm
- 5:30 pm – 7:30 pm
- Other: _____

10. Are you interested in attending training during school breaks? (includes summer vacation: July or August; answering “yes” to this question will bring up a second question about when you would be interested in attending).

- Yes or No

11. During which school breaks, would you be interested in attending professional development?

- Summer- July
- Summer – August
- Summer – Anytime
- December
- February
- Spring

12. Are there any areas of expertise that you have and would be willing to share with staff?
Please describe fully.

13. Do you need to obtain CTLE professional development hours?

14. If so, how many hours do you currently have?

- 0-25
- 26-50
- 51-75
- 76-100

Plainedge Public Schools

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Appendix B: Mentoring Plan

Plainedge Public Schools
New Teacher Mentor/Intern Plan
Effective starting the 2016-17 School Year

Introduction:

Mentoring of new teachers is an important part of the overall preparation and professional development of beginning practitioners. It is part of the new teacher's continuum of experiences building on pre-service coursework and accomplishments, and anticipating continued development over the course of the teacher's career. The components of the mentor plan provide the highest quality, personalized support in welcoming new teachers to the Plainedge Public Schools and to the profession. The Plainedge Public School's Mentor/Intern Plan significantly impacts a beginning teacher's skill development and self-confidence.

Desired Goals and Outcomes:

Teacher retention and recruitment are important goals of the Plainedge New Teacher Mentor/Intern Plan, but the most important goal is increased teacher skillfulness that will positively impact student achievement.

Specific Mentor Responsibilities:

- Maintaining confidentiality
- Sharing knowledge, skills, and information with the new teacher
- Meeting approximately once a week for a total of 30 hours for the school year. This includes a mandatory 2-hour session prior to the opening of school.
- Visiting new teacher's classroom during teaching periods a minimum of five times during the course of the school year for the purpose of coaching, and providing feedback and support
- Participating in training
- Modeling collegiality
- Opening his/her classroom to the new teacher to model effective teaching techniques
- Arranging visits for the new teacher to observe other colleagues in the department or grade level
- Offering non-judgmental listening
- Facilitating growth and development of the new teacher

Criteria for Mentor Selection:

- Member of the PFT
- A minimum of five years of teaching experience in Plainedge
- Availability to meet with intern 2 hours prior to the opening of school
- Completion of NYSUT mentor training
- Familiarity with the district and school community
- Excellent interpersonal skills and ability to work collegially
- Demonstration of one's own profession growth and development
- Demonstration of good communication skills and a commitment to confidentiality
- Willingness to fulfill all roles and responsibilities as described in the Mentor Plan

Program Coordination:

The PFT Mentor/Intern Plan will be overseen and directed by the Program Coordinator in consultation with the Assistant Superintendent of Curriculum and Instruction and the PFT leadership. The coordinator will be responsible for matching teachers from the mentor pool with the new teachers, and generating an annual timeline. The coordinator will meet periodically with the mentor panel to assist and advise as the program is implemented. The Program Coordinator will be an advertised position, and applicants will be interviewed by a representative(s) from the District and the PFT leadership.

Responsibilities of the Program Coordinator:

- Meet with the Mentor Panel to review potential mentors and mentee candidates.
- Create annual timeline for program.
- Arrange for NYSUT training of Mentors.
- Meet with Mentors and Mentees at least twice during the year (reflection seminars).
- Resolve any issues during the year.
- Document mentoring process and provide proof of mentoring to Department of Instruction.
- Provide evaluations/feedback to Mentor Panel at the end of the year.

Mentor Application Process:

Tenured teachers who wish to mentor a new teacher should submit a narrative based on the criteria for mentor selection as to why they'd be an excellent candidate for the position. In addition, teachers should include two references from PFT colleagues. This narrative should be submitted by May 1st for the following school year.

All applications will be reviewed by the mentor panel, with a majority of its members chosen by the PFT. An interview may be requested. Teachers who have been selected to be members of the mentor pool will be notified by June 30th.

Teachers from the mentor pool will be matched by the Program Coordinator with new teachers who are eligible for mentoring. It is a NYS requirement that whenever possible, mentors have the same certification as the new teacher they mentor. Other considerations, such as grade level and building placement, will also be important selection criteria.

Teachers who have been selected for the mentor pool who have not been matched with a new teacher will remain in the pool for three years. After that time, they will have to reapply to be mentors.

Role of the Principal:

The relationship with the school administrator is a key relationship in the newcomer's professional life. The initial relationship of a beginning teacher with his or her principal greatly impacts the decision to remain in teaching. In teacher mentoring programs, building principals participate in intern selection, support mentoring as integral to the school's professional development plan, and assist with scheduling for mentor program activities.

Mentor Pool:

The mentor pool is made up of those teachers chosen by the mentor panel and who have, by virtue of their qualifications, performance and interest, been designated as eligible for appointment as a mentor teacher. Appointments to the mentor pool indicate that a teacher is qualified to serve as a mentor, and is willing to do so if the Program Coordinator determines there is an appropriate match with the new teacher.

Mentor Panel:

The mentor panel will act as a steering committee for the implementation of the Mentor Plan. A majority of panel members will be appointed by the PFT on an annual basis. Other members may be appointed by the Plainedge School District. Members can be mentors while serving. Panel members are paid at the current hourly curriculum writing rate.

Length of Service:

The mentor/intern relation will be for one school year.

New Teachers Receiving Mentors:

Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school leadership in a public school district. Certificate holders who have had at least two years of teaching prior to receiving the Initial certificate are exempt from this requirement.

Teachers of New Grade Levels/Subjects Receiving Mentors:

Teachers who are assigned to teach in a grade level or subject in which they have not taught previously can choose to be provided with a mentor through this program. Teachers in this situation must inform the Mentor Coordinator no later than the first day of school of this request. Mentors who are assigned to these teachers are required to meet twice a month for the year for a total of 15 hours. These mentors would not attend the reflective seminars.

Mentor Preparation and Development:

Training for mentors will be required. The required training will consist of the NYSUT training class offered at the Plainedge Teacher Center. Once the mentor has been assigned to an intern, the Plainedge Public School District will pay the cost of the NYSUT class. However, if the mentor wishes to obtain one in-service credit, the mentor is responsible for the cost determined by the Plainedge Teacher Center Policy Board.

Compensation:

Compensations for mentors will be based on 30 hours for the school year at the current PFT curriculum writing hourly rate. The Program Coordinator of the Mentor/Intern Program will receive compensation on a sliding scale as follows:

# of Mentors	Compensation
1 -- 5	\$1620
6 – 10	\$2006
11 – 15	\$2392
16 -- 20	\$2778
21+	\$3549

Mentor/Intern Adjustments:

Occasionally, despite the best efforts of everyone involved, the mentor/intern relationship may not meet the needs of the new teacher. Either the mentor or the new teacher may speak to the Program Coordinator. The Program Coordinator will meet with the mentor and/or intern to try to resolve the issue. If no satisfactory resolution can be found, a new mentor will be assigned to the new teacher. In cases of adjustment, the mentor stipend will be pro-rated.

The mentor and new teacher will complete Reflection Sheets by January 1st, and evaluations by June 1st. Mentors and new teachers will also be asked to give input on how the program could be improved, what parts of the program are helpful and which parts are not helpful. These will be used to assess the effectiveness of the program by the Mentor Panel.

Improvements may be identified in the Mentor/Intern Plan each year as indicated by the evaluative feedback from current teachers, former new teachers, mentors, and members of Plainedge's Mentor/Intern Program support teams.

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Appendix C: District Consultants

<i>Approved District Consultants</i>		
<i>Consultant Name</i>	<i>Grades/Subjects</i>	<i>School Year</i>
College Board	Advanced Placement Courses	2017-2018
HMHCO - Go Math, Fastt Math, IXL	K-6 – Math and ELA	2017-2018
Teachers' College	K-8 - Reading & Writing	2017-2018
Bill Bouchard	All Grades/StaffTrac	2017-2018