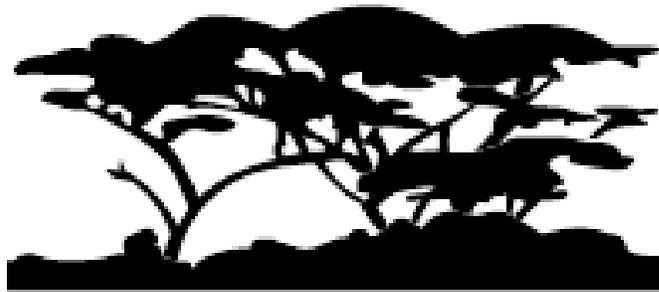


ISLAND TREES SCHOOL DISTRICT



PROFESSIONAL DEVELOPMENT PLAN

2016-2017

In accordance with Part 100.2(dd) of the Commissioner of Education Regulations, the Island Trees Professional Development Committee has reviewed and updated its district plan for professional development for professional district employees for the 2016-2017 school year.

“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” (CR 100.2(dd)).

The professional development team recognizes that 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.

The professional development team also recognizes that, effective July 1, 2016, all individuals who hold permanent or professional certificates shall apply for an initial registration during the 2016-2017 school year during his/her month of birth. After initial registration, renewals will occur every five years from the month registered by the individual. Those holding their professional teaching certification or Level III Teaching Assistant certification are required to complete 100 hours of acceptable CTLE during the five year period.

To ensure that professional development is continuous and sustained, teachers will be able to track their participation through *MyLearningPlan*. The District will keep records for three years after the five year CTLE registration period ends; such records will be available for review by the Department upon request.

MyLearningPlan will include complete records of the following:

- Title of program
- Total number of hours
- Number of language acquisition hours
- Sponsor name and identification number
- Date and location of program

As per the UTIT contract dated July 1, 2015-June 30, 2018, “The members of the professional staff will participate in up to 20 hours of professional development activities during each year of this agreement.” Our plan provides multiple opportunities for ongoing and substantial professional development in order for our staff to maintain certification. In fact, we offer opportunities that far surpass contractual requirements.

Opportunities for the articulation of professional development across grade levels will be provided through faculty meetings, staff development meetings, departmental meetings, grade level meetings, inter- and intra-school visitations, and staff development days. The effectiveness of these methods and approaches will be measured through collegial discussion and interaction, as well as formal and informal supervision, observation, and evaluation. All teachers will be provided with a multitude of opportunities for professional development and growth.

The Ten NYS Standards for High Quality Professional Development Guide The Island Trees Professional Development Plan, as Outlined Below:

- **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.
- **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.
- **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- **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.
- **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.
- **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

In addition, staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. **(Data-Driven)**
- Uses multiple sources of information to guide improvement and demonstrate its impact. **(Evaluation)**
- Prepares educators to apply research to decision making. **(Research-Based)**
- Uses learning strategies appropriate to the intended goal. **(Design)**
- Applies knowledge about human learning and change. **(Learning)**
- Provides educators with the knowledge and skills to collaborate. **(Collaboration)**
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. **(Equity)**
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. **(Quality Teaching)**
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. **(Family Involvement)**

Based upon a needs analysis derived from a previously administered teacher survey and a review of the district report card and other forms of student data, the committee has identified the following goals, objectives, strategies, and evaluation standards. These standards are in alignment with the rigor of content and pedagogy as outlined in the Ten NYS Standards for High Quality Professional Development Guide.

- The district will provide Superintendent's Conference Days for professional development opportunities.
- The district will encourage teachers to take college and in-service coursework (SCOPE, BOCES, NYSUT, etc.) within contractual guidelines to increase their effectiveness.
- The district will provide for district-wide and school-based grade level, faculty, and staff development meetings, as well as grade-level teacher collaboration, in order to increase vertical articulation and to improve the effectiveness of instruction.
- The district will encourage attendance at professional conferences and workshops within contractual guidelines.
- The district will provide a mentoring program to support new teachers in cooperation with the UTIT.
- The district will provide opportunities for teachers to participate on professional committees whose goals are to increase the effectiveness of instruction.
- The district will contract with outside consultants from a variety of institutions to provide on-going professional development.
- The district will provide formal orientation for all new teachers in the district.
- The district will encourage opportunities for intra-school, inter-school and intra-district visitation as well as for presentation opportunities at professional conferences.
- The district will continue to provide professional development opportunities such as: conference days, in-service training programs, etc.
- The district will encourage active participation at meetings/activities/conferences of established professional educational organizations by recognizing such as fulfillment of professional development requirements.

Alignment of Professional Development with New York State Standards and Assessments:

- Organizes staff into learning communities whose goals are aligned with those of the school and district.
- Requires skillful school district leaders who guide continuous instructional improvement.
- Requires resources to support learning and collaboration.

Measurement of the Impact of Professional Development on Student Achievement and Teachers' Practices:

- Based upon the analysis of the district report card and collegial collaboration, each year the professional development committee will assess the impact of these initiatives on student achievement and best practices of its professional staff.

To address the state-mandated CTLE requirements that teachers who earn their professional diploma and Level III Teaching Assistant certification must earn 100 professional development hours over the course of five years and each subsequent five year periods, the Island Trees School District has developed a list of activities to meet this need. The professional development team recognizes that, according to law, 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." Acceptable CTLE must be taken from a sponsor approved by the Department.

Acceptable CTLE will include 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.

For the 2016-2017 school year, Island Trees School District will use a combination of carefully-vetted, highly-skilled internal and external providers to provide professional development and Continuing Teacher and Leader Education. The content of the Island Trees School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers, and approved consultants. In addition, our plan is in alignment with our APPR, Instructional Technology, and Proposed Smart Schools Investment Plans.

Internal Providers will include the following:

- Island Trees UFSD employees, including exemplary administrators and teachers who have received quality training to provide professional development and Continuing Teacher and Leader Education (CTLE).

External Providers in the 2016-2017 School Year Will Include the Following:

- Nassau BOCES Consultants:
 - Joan Daly-Lewis- Sessions on Learning Targets and Student-Centered Classrooms
 - Debra Wachtler- Sessions on Writers Workshop and Student Independence
 - Diane Ripple- Co-Teaching Strategies
 - Beth Lakretz- Co-Teaching Strategies
 - Michael Keany- Recertification Training for Administrators
 - Melissa Zakalik- Technology Staff Development through MODEL Schools
- Western Suffolk BOCES
- Eastern Suffolk BOCES
 - Donald Brosnan– Culturally Responsive Instruction for ELLs
- Putnam Northern-Westchester BOCES
- McGraw Hill Education:
 - Ann Weiss, Diane Zoeller: Wonders Reading Series Print and Digital Training

- Houghton Mifflin Harcourt: Go Math! Series:
 - Shawyn Jackson- Digital Resources
- Achieve3000:
 - Robert Marantz- Navigating Achieve3000
- Elizabeth Mirra, Science Consultant- Implementing Next Generation Science Standards
- Dr. Curt Hinson: Interactive Student Engagement
- Ariel Mahler, LGBT Network- Creating a Supportive School Environment
- Global Compliance Network- Mandated DASA Training
- SCOPE
- NYSUT
- District-Approved Institutions of Higher Learning (Colleges, Universities)
- Professional Development Institutes
- Community-Based Organizations: PTA and SEPTA

For the 2016-2017 school year, Island Trees School District will use employees including administrators and teachers to provide professional development and Continuing Teacher and Leader Education (CTLE). In addition, the District will also utilize the services of Nassau BOCES, Western Suffolk BOCES, Eastern Suffolk BOCES, and Putnam Northern-Westchester BOCES. The following consultants will also be utilized: McGraw Hill Education, Achieve3000, and Houghton Mifflin Harcourt.

The content of the Island Trees School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers, and approved consultants. In addition, our plan is in alignment with our APPR. Instructional Technology, and Proposed Smart Schools Investment Plans.

Below is the list of activities that can be counted toward the 100 professional development hours needed either in school (before, during, or after school) or off-site. The Professional Development Committee recognizes that other activities not listed here might be considered for approval but those activities would require prior approval of the Professional Development Committee.

District-Sponsored Activities:

- District Mentoring Program
- Workshop Presenter
- After-School In-service Courses
- Committee Scoring of Assessments and Regents Examinations
- Supervision of Student Teachers/Observers
- Turnkey Peer Training for Scoring of Assessments/Regents Examinations
- Inclusion, Co-Teaching, Autism, etc., with Consultant
- Vertical Articulation/Site-Based Teams
- Staff Development Meetings

- Pre & Post Observation Conferences
- Inter-Classroom Visitations/Peer Coaching
- New Teacher Orientation Program
- Service on Professional Committees
- Curriculum Writing/Workshops
- Grant Writing

Off-Site Activities:

- Regional Scorer Training and/or Trainee/Turnkey
- Presenter at Workshop
- State Education Department Writer Item/Reviewer/Standard Setter/Development of Statewide Curriculum
- Professional Organization Participation
- Collegial Circle Workshops
- Regional, State, and National Conferences
Sponsored by Curriculum-Specific Professional Organizations
- Graduate Credits & In-Service Through Accredited Colleges and Universities
- National Board Certification (With prior approval)

Anyone who wishes to earn professional development hours for the above-mentioned activities must complete a Professional Development Approval Form on My Learning Plan (with appropriate proof of involvement) subject to the approval of the Superintendent.

Professional development hours (click on in-service hours without credit on My Learning Plan) will be determined based on level of participation and hours of service.

Teachers who design and develop programs for their schools beyond school hours may apply for in-service hours without credit at the discretion of the Superintendent.

Mentoring Program:

Purpose of Mentoring Program

The purpose of the mentoring program shall be to provide support for 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.

Procedure for Selecting Mentors

The program will be explained to the faculty by the Island Trees Mentoring Coordinator, who will be responsible to oversee and maintain the mentoring program, including a description of the criteria, preparation, expectations, and time allocation. If the mentor pool requires additional candidates, the Mentoring Coordinator will accept applications. All mentors will be trained and/or retrained in the summer, as necessary.

As new staff is hired, mentors will be selected through a collaborative process involving key stakeholders and notified in the summer.

The Role of the Mentor/Time Allocation

- The mentor's role will be to guide and support his/her mentee.
- The role of the mentor shall not be construed as limiting or supplanting the authority of schools administrators or supervisors to supervise or evaluate the performance of the mentee.
- Information obtained by a mentor through interaction with the mentee ***shall be confidential*** and ***shall not*** be made available to supervisors or used in the evaluation of such mentee.
- The mentee will have the opportunity to visit other classrooms, as necessary, to see various skills and techniques utilized by successful teachers. The mentor will assist in this process. The district will provide coverage for the mentee if necessary.
- Mentors will be responsible for making a minimum of four visitations to the mentee's classroom and discussing their feelings about the lesson. The district will provide coverage for the mentor if necessary.
- Mentor and mentee will formally meet a minimum of once weekly for the entire year.
- In the event that a mentor goes out on leave (medical or other) for a period of more than four weeks, a different mentor will be assigned to take his or her place for the duration of the leave.

Mentoring Activities

- Modelling instruction for the new teacher
- Observing the new teacher in the classroom
- Collaborative instructional planning
- Peer coaching
- Team coaching
- Orienting mentee to the school culture

Professional Development Committee Members

Allison Ackerman, Elementary Principal

Cheryl Cohen, High School Math

Carol Easterbrook, Middle School Math

Sheryl Emigholz, Elementary Teacher

Penny Fisher, Elementary Principal

Nicholas Grande, High School Principal

Cara Lauber, Library Media Specialist

Lisa Marshall, District Library Chairperson

Leigh Minotto, Elementary Teacher

Therese O'Loughlin, Elementary Teacher

Elizabeth Roemer, Assistant Superintendent for Curriculum and Instruction

Arlene Genden-Sage, Assistant Superintendent for Special Education

Christine Saporito, Elementary Teacher

Carol Siegel, Special Education Teacher

Amanda Steele, Middle School Principal

Thomas Steinmeyer, Elementary Teacher

Gloria Vasco, Music Teacher

Ryan Vinberg, Science Teacher

Parent Member: TBD