

# **Professional Learning Plan**

**2021-2024**



**Green Island UFSD**

Approved by the Board of Education on:

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# Professional Learning Committee Members

Kimberly Ross, Superintendent of Schools

Tiffany Dzembo, Assistant Superintendent

Jodi Mazzeo, Principal

Green Island Teachers' Association Members

Stephanie Bouchey

Carol Della Rocca

Nicole Littlejohn

Colleen Russell, Teaching Assistant Member

## **MISSION STATEMENT**

Every student will graduate from the Green Island Union Free School District prepared for college, career, and citizenship.

## **PURPOSE**

The purpose of the plan is to improve the quality of teaching and learning by ensuring that teachers and leaders have opportunities for professional growth, remain current with their profession, and meet the learning needs of their students. The plan also ensures that holders of level III teaching assistant certificates, and long-term substitute teachers, are provided the opportunity to participate in the professional learning program of the District. All full-time, part-time, and/or permanent substitute teachers, teachers, teaching assistants and administrators are included in the professional development offerings described in the professional learning plan. Non-instructional staff is included when appropriate. This plan ensures that teachers and educational leaders holding professional certificates and/or level III teaching assistant certificates are provided with opportunities to complete the mandated hours of continuing teacher and leader evaluation (CTLE) as required every five years.

## **PROFESSIONAL DEVELOPMENT NEEDS ANALYSIS**

The School Advisory Team, in collaboration with the Impact Team and Professional Development Committee, will conduct a needs assessment using surveys, data analysis of state and local test results, and other pertinent information. This information will then be used to help guide the professional development offered through district resources. The following materials and data are examined and analyzed:

- District Board of Education Adopted Goals
- NYS School Report Card
- District Initiatives as outlined in the District Comprehensive Improvement Plan

- School Initiatives as outlined in the School Comprehensive Improvement Plan
- Assessment Data, including NYS Assessments, Regents' Examinations, NYSESLAT scores, report cards, NWEA MAP Assessment scores and reports, Fountas & Pinnell Benchmarks, and district developed assessments
- Professional Development Staff Surveys or similar staff surveys
- District-wide Climate Survey
- Graduation and drop-out rates
- NYSED information on standards, APPR, ESL, Special Education, assessment and data sets
- Input from teachers, administrators, parents, students, and related-service providers on student needs
- Quarterly On-going student and parent surveys
- Teacher and instructional coach feedback from Data Dialogue and Curriculum meetings
- Professional Learning Committee meeting minutes
- Faculty meeting documents
- Professional Learning activity evaluations
- New York State Mandated trainings
- MTSS, RTI, and AIS team meeting minutes
- Discipline data
- Equity Self-Reflection
- Student focus group interviews
- The CASDA Special Education Review

Professional Learning Needs Assessments: Faculty surveys are conducted bi-annually to identify needs and obtain feedback on professional learning offerings. During the 2020-2021 school year, a faculty survey of professional development needs specific to instructional technology was completed in September of 2020. There were 25 participants, representing 75% of the teaching faculty. The results of this survey were used to develop and prioritize technology related professional learning opportunities. In addition, an exit ticket from the October 2020 faculty meeting asked teachers and teaching assistants to answer a mix of open-ended and closed questions regarding professional needs. There were 32 responses, representing 80% of the faculty. The results of this survey were also used to plan for subsequent professional development activities. In the fall of 2020, CASDA also performed a review of the special education department, resulting in several focus groups and a review of district-wide processes and procedures. The resulting report was used to inform additional professional learning opportunities to support our students at all levels of learning.

The District has a structure for supporting teachers' professional growth through the feedback gained from bi-monthly curriculum meetings, data-dialogues, and weekly department or grade-level meetings with our instructional coaches. In addition, staff surveys are conducted throughout the year by the Principal and Director of Curriculum to collect feedback on specific initiatives. This feedback helps administrators and the professional learning committee identify professional learning needs and/or resources.

Designing Professional Development in Response to School Culture and Community Needs: The District is committed to providing professional learning that is culturally responsive and reflective of the needs of

the community. The District's shared decision making team has parent and student representatives that help inform our DCIP and SCEP, and the corresponding professional learning opportunities. In addition, data from the district wide climate survey, conducted each Spring, is considered in identifying professional learning priorities.

## GOALS AND OBJECTIVES

### 1: Meeting the Needs of Diverse Learners

Goal: Increase our ability to meet the needs of diverse learners such as students with disabilities, English-Language learners, students with 504 plans, students from different cultural backgrounds, and students in need of academic intervention.

#### Objectives

- Administrators and Teachers will use data to drive instruction and to inform decision making. Data points to be used include (but are not limited to): formative assessments, NWEA Map Assessments, NYS Assessment data, Regents Examinations, and attendance and behavior data.
- Teachers will be able to differentiate instruction in response to various learning needs.
- Administrators, teachers, and teaching assistants will be knowledgeable of research and evidenced-based instructional practices.
- Teachers and teaching assistants will be knowledgeable of various student management systems used in the district and will be able to utilize them.
- Teachers and Teaching Assistants will be knowledgeable about the Multi-Tiered System of Supports utilized district-wide, including progress monitoring, response to intervention, and academic intervention services.
- Teachers will be able to employ intervention strategies with students.
- Teachers and teaching assistants will be knowledgeable about different disabilities such as learning disabled, autism spectrum disorders, ADHD, speech-impaired, etc.
- Teachers and teaching assistants will be able to read and implement an Individual Educational Plan (IEP), a 504 plan, and Behavioral Intervention Plan.
- Teachers will utilize approved accommodations for students to whom these apply.

#### Professional Learning Activities

- Continued training and workshops on characteristics and instructional strategies for use with diverse learners
  - District Sponsored Summer Cultural Responsiveness Series (Summer 2022)
  - District Sponsored Summer Cultural Responsiveness Series (Summer 2023)

- Continued training and workshops on research-based instructional strategies, intervention strategies, differentiation, student management systems, and motivation strategies for at-risk learners and diverse learners
  - Frontline & Scheduling Workshop (Spring 2022 and occurring annually as needed)
  - AIS Math Strategies Workshop (Summer 2021, 2022, 2023, 2024)
- Continued training on the use of accommodations allowable for students with disabilities and ELL students
  - CPSE Chairperson Training (Summer 2022)
  - CSE Secretaries Training (Summer 2022)
  - ENL/ELL Overview (Early Release on May 20, 2022)
  - Reaching your Elementary ELLs (August 15, 2022)
  - Reaching your Secondary ELLs (August 16, 2022)
  - ENL for Administrators (August 17, 2022)
- Individual teacher and teaching assistant participation in out-of-district workshops and conferences (on-going K-12)
- Visible Learning trainings in collaboration with Corwin (Summer 2021, ongoing during the 22-24 school years)

## 2: Social Emotional Learning & Trauma Informed Practices

Goal: Understand how social, emotional, economic, cultural, and other non-academic needs of students affect achievement.

### Objectives

- All faculty and staff will be knowledgeable of trauma informed practices.
- All faculty and staff will be knowledgeable of restorative practices.
- Administrators, teachers, teaching assistants, counselors, and psychologists will recognize social, emotional, economic, cultural, and other factors that affect student attendance and achievement in school.
- Administrators, teachers, teaching assistants, counselors, and psychologists will recognize signs of possible student struggles (including suicide, bullying, abuse, homelessness, and poverty) and know how to respond
- Administrators, teachers, teaching assistants, counselors, and psychologists will employ appropriate mental health resources to students and families.
- Teachers and teaching assistants will employ relationship building strategies and a “culture of care” in school.

### Professional Learning Activities

- Continue to partner with Restorative Justice Education to provide all faculty and staff with certification in Culture of Care, Community Circles, Restorative Conversations, and Restorative Circles (Modules 1-2: October 8, 2021; Superintendent’s Conference Day-Modules 3-5:



November 2, 2021; Modules 6-8: November 11, 2021; New Teacher Introduction to Restorative Justice: February 22, 2022; New Teacher Orientation: August 31, 2022; Superintendent's Conference Day: October 11, 2022)

- Continue to build upon the partnership with Northern Rivers to help families access available services
- Continue to offer mental health services in-district (Superintendent Conference Day Workshop: September 1, 2022, September 2023)
- Complete annual training as required by NYS on violence prevention and suicide awareness (Annually from August 1 -September 15th)
- Complete annual training as required by NYS on homelessness, the Dignity for Students Act, bullying, harassment, and mental health (Annually from August 1 -September 15th)
- Continued training in Second Step (Elementary Social Emotional Learning resource (New Teacher Orientation 2021, August 10, 2021, New Teacher Orientation 2022, New Teacher Orientation 2023)
- Individual teacher and teaching assistant participation in out-of-district workshops and conferences (on-going K-12)

### **3: Next Generation State Learning Standards**

Goal: Adjust instruction and curriculum to match the Next Generation State Learning Standards.

#### **Objectives:**

- Administrators and teachers will be knowledgeable about the Next Generation Learning Standards
- Teachers will develop and implement a curriculum consistent with the Next Generation Learning Standards.
- Teachers will use the Next Generation Learning Standards in lesson planning, instruction, and assessment.
- Teachers will develop local common assessments in ELA and Math that are aligned with the Next Generation Learning Standards

#### **Professional Learning Activities**

- Guided professional development work on analyzing student assessment results from NYS assessments (annually in September)
- Summer Prioritizing Math Standards workshop (July 2021, August 8, 2022)
- Prioritizing ELA Standards and Writing Units workshops (July 2021, August 22-24, 2022)
- Provide collaboration time during conference days, faculty meetings, and department meetings for team and grade level meetings to complete written curricula, review on-going assessments, and learn new strategies for instruction (on-going)
- Individual teacher and teaching assistant participation in out-of-district workshops and conferences (on-going K-12)

## 4: Health & Safety

Goal: The creation of a safe and healthy learning environment for students, teachers, and staff.

### Objectives:

- All faculty and staff will complete the appropriate annual mandated trainings, including:
  - Harassment
  - Right-to-Know
  - HazCom
  - Bloodborne Pathogens
  - Data Privacy & Security
  - Violence Prevention & Intervention
  - The Dignity for All Students Act
  - The McKinney-Vento Act
  - Mental Health
- All faculty and staff will be knowledgeable of emergency procedures and protocols, as applicable.
- All faculty and staff will be knowledgeable of data privacy and security procedures and protocols, as applicable.

### Professional Learning Activities

- Continue to offer mental health services in-district (Superintendent Conference Day Workshop: September 1, 2022, September 2023)
- Complete annual training as required by NYS on violence prevention and suicide awareness (Annually from August 1 -September 15th)
- Complete annual training as required by NYS on homelessness, the Dignity for Students Act, bullying, harassment, and mental health (Annually from August 1 -September 15th)
- Complete annual data privacy training as required by NYS (Annually from August 1 -September 15th)
- Dignity for All Students Act Coordinators Trainings (Winter 2021 and Summer 2022)
- Individual teacher and teaching assistant participation in out-of-district workshops and conferences (on-going K-12)

## 5: Technology

Goal: Technology will be utilized effectively to enhance instruction and district practices.

### Objectives:

- Administrators, teachers, and teaching assistants will be able to use software for productivity such as taking attendance, record-keeping, data collections, grading, etc.

- Teachers and teaching assistants will be knowledgeable of technology resources available and relevant to their position in the district.
- Teachers and teaching assistants will integrate technology into classroom instruction.

### **Professional Learning Activities**

- On-going Training and Workshops on individual approved applications such as Paresquare, SchoolTool, BrainPop, BrainPop Jr., NearPod, Frontline, Intervention Compass, Flocabulary, CommonLit, BoomCards, Literacy Footprints, Scholastic Magazines, Eureka Math Affirm & Equip, Tableau, MusicFirst, and NWEA.
- Complete annual data privacy training as required by NYS (Annually from August 1 -September 15th)
- Individual teacher and teaching assistant participation in out-of-district workshops and conferences (on-going K-12)

## **Professional Learning Opportunities - Activities/Strategies**

The activities and strategies used will be guided by the District Comprehensive Improvement Plan (DCIP), and the School Comprehensive Education Plan (SCEP). The Professional Development Committee will cooperate with the Impact Team and School Advisory Team, other committee chairs, and administrators in order to develop activities that are valuable to the faculty and staff.

All teachers, teaching assistants, and administrators in the district will participate in a variety of professional development offerings each year, resulting in at least 20 hours of instruction or participation yearly.

Hours allocated within the teachers' school year to meet these requirements include, but are not limited to:

- Superintendent Conference Days - 4 per school year; six (6) hours each
- After School workshops, conferences, book studies, and in-service offerings
- Online courses or webinars
- Out of District Conferences
- Release time during the school day
- Release time and designated meeting times designated for mentor activities
- Embedded professional development
- Summer and/or vacation week workshops and conferences

# Mentoring Program

The Green Island Union Free School District provides a mentor for each new teacher during his or her first year of employment. The program will last for 12 months from the date of hire. The program will be administered by the chair and assistant chair (when applicable) of the professional development committee.

## GOALS:

- Help beginning teachers transition from preparation to practice
- Provide guidance and support for new teachers
- Develop and improve instructional skills in order to improve student achievement
- Help transmit the culture of the School
- Increase the retention rate for good beginning teachers
- Increase an individual's commitment to the School and to public education in general
- Create a professional learning culture that crosses experience lines
- Promote School reform

## APPOINTMENT OF MENTORS:

There are two pathways for Mentor appointments. The District Superintendent and School Principal will determine the best pathway for the district, based on the number of available teachers to mentor and the number of new teachers each year.

### PATHWAY 1: One to One Model

Mentors will be chosen from a pool of volunteer teachers and will be matched with their mentees by the administration. Volunteer teachers must have at least two full years of teaching experience in the District in order to be qualified to mentor another teacher. If there is not a sufficient pool of volunteers to fill the need during a particular school year, mentors will be selected from the ranks of the faculty that meet this qualification.

### PATHWAY 2: Cohort Model

The District will hire Mentor Teachers that will be responsible for mentoring all new teachers hired during their tenure as a Mentor Teacher. Mentor teachers hired may be retired teachers or current teachers with at least two full years of teaching experience. The number of Mentor teachers hired is at the discretion of the administration.

Mentors should demonstrate:

- Enthusiasm and commitment to the mentoring process

- Mastery of pedagogical and subject matter skills
- Evidence of superior teaching abilities and excellence in teaching
- Commitment to their own professional learning and growth
- Ability to allow the mentee to develop his or her own teaching style.

## RESPONSIBILITIES OF MENTOR AND MENTEE:

Mentor and Mentee should meet the requirements detailed in the chart below during their years in the mentoring program. The required elements are described below the chart.

	Beginning of the Year Hires	Middle of the Year Hires
New Teacher Orientation	Attend or meet with PD Chair by <b>October 15th or within a month of hire date</b>	Attend or meet with PD Chair within 30 days of start date
Log	40 hours by the end of the school year Submit an update in January (midyear) <b>Due by June</b>	40 hours by the end of the first year Submit an update in June (midyear) <b>Due by January</b>
Meeting Attendance	<b>Required</b> attendance at each monthly Mentoring Meetings	<b>Required</b> attendance at each monthly Mentoring Meetings
Observation of Mentee	Reflective piece written by Mentee <b>Due by June</b>	Reflective piece written by Mentee <b>Due by January</b>
Observation of 3rd Party	Reflective piece written by Mentee <b>Due by June</b>	Reflective piece written by Mentee <b>Due by January</b>

If the mentor or mentee are not fulfilling the requirements above, administration will be notified by the Mentor Program Coordinator.

## THE MENTORING LOG:

The mentor and mentee must each keep a journal or log of the dates and times of all the various activities in which they engage, during the mentoring process, over the 12-month period. Brief descriptions of each activity should be included along with an evaluation of its effectiveness. The District must maintain these records for at least seven years.

Mentoring hours may be applied toward satisfying the 100 hours of CTLE required for Teacher Certification. Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards the CTLE requirement in each five-year registration period.

The relationship between mentor and mentee will remain confidential. The relationship shall not be used for evaluative purposes by the administration. Copies of logs should be handed in to the Professional Development Committee Chair throughout the school year at predetermined dates but will not be shared with others. These dates will be given to the Mentors and Mentee at the beginning of the school year or at the beginning of their appointment.

## **REFLECTIVE PIECE GUIDELINES**

A reflective piece is a written statement that involves careful consideration and serious contemplation of past events for the purpose of evaluating or making sense of those past events. In the Mentor Program, the Mentee must write a reflective piece based on the third party observation. The Mentor must write a reflective piece based on their observation of the mentee. The piece should be typed and describe what was observed as well as the pro's and con's of what was seen. Lastly, the reflective piece should include what the Mentee/Mentor will take from the experience and how it has affected or will affect their teaching in the future. All reflective pieces should be turned in to the Professional Development Committee Chair by the committee's June meeting.

## **TRAINING OF MENTOR AND MENTEE:**

The Board of Education and administration will provide appropriate, quality training in the skills necessary for mentoring to both mentor and mentee. To begin each individual Mentoring Program, the new mentors will meet with the Professional Development Chair to go over the Mentor Program, its components, and to set expectations. This meeting should occur as part of the District's New Teacher Orientation OR within one month of a teacher's hire date. Mentors and Mentees are also required to attend monthly meetings. Mentor and Mentees may also be asked to attend additional Mentoring Program meetings or training opportunities.

## **COMPLETION OF THE PROGRAM:**

All documentation will be monitored by the Professional Development Chair and reviewed at the June meeting of the Professional Development Committee. The committee will determine that the mentor/mentee have satisfied all requirements of the program. The committee will then write a letter of completion. A copy of this letter will be given to the mentee and another copy will be placed in the personnel file of the mentee.

## COMPENSATION FOR MENTORS:

### Pathway 1 - 1:1 Model

Mentors will receive a stipend of \$1,000.00 for performing all the responsibilities outlined above.

### Pathway 2 - Cohort Model

Mentors will receive a stipend no less than a \$1,000.00 and additional compensation will be dependent on the number of mentees. This will be determined by the Superintendent.

## Continuing Teacher and Leader Education

### CERTIFICATION REGISTRATION:

Beginning in the 2016-2017 school year, any holder of a:

- Permanent or professional teaching certificate in the classroom teaching service
- Permanent or professional leader certificate in the educational leadership service, or
- A level III teaching assistant certificate

to register with the Department of Education every five years. These certificate holders must be registered in order to practice in a New York public school district or BOCES.

The initial registration process will be staggered in the 2016-2017. Certificates issued prior to July 1, 2016, should register during the month of the certificate holder's birth within the 2016-2017 school year, and shall renew his/her registration in the last year of each five-year period thereafter.

Certificates issued after July 1, 2016 will be automatically registered and the certificate holder shall re-register during the fifth succeeding birthday month thereafter and during each birthday month in the last year of each subsequent five-year period.

If a certificate holder is not practicing, or for any reason ceases to practice in New York, the certificate holder must notify the Department through the TEACH system.

Willful failure to register may constitute grounds for moral character review.

These new Registration and CTLE (Continuing Teacher and Leader Education) 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.

## **REQUIRED CONTINUING TEACHER AND LEADER EDUCATION (CTLE)**

Teachers and all Teaching Assistants are expected to participate in district-offered professional development and training activities during the regular work day. Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Holders of permanent certificates are not affected by the CTLE requirement and do not need to complete 100 hours of CTLE during each five year period. These CTLE (Continuing Teacher and Leader Education) requirements also 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.

For those holding professional certificate in the title of English to speakers of other languages (all grades) or a holder of bilingual extension, shall be required to complete a minimum of 50% of the required CTLE 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.

For all other certificate holders a minimum of 15% of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners. The Green Island UFSD currently has a 0% student population of ELL students and therefore qualifies for a waiver from this requirement. At the time of writing this plan, the waiver has not been obtained.

### **Educators who Hold Multiple Certificates**

Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

For example, an educator who holds Professional Biology, Professional Chemistry, and Permanent Earth Science certificate could complete acceptable CTLE activities in biology, chemistry, earth science, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement. An educator who holds Professional Childhood Education and Professional School Building Leader certificates could complete acceptable CTLE activities in the common branch subject areas, school



building leadership, and/or pedagogy, in addition to CTLE activities that satisfy the CTLE language acquisition requirement.

### **Speech and Language Disabilities Certificate Holders**

For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an [approved American Speech-Language Hearing Association \(ASHA\) CE provider](#) are acceptable towards meeting CTLE requirement as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

## **MEASUREMENT OF CONTINUING TEACHER AND LEADER EDUCATION (CTLE)**

CTLE hours must be taken from a New York State Education Department approved CTLE sponsor. 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 Commissioner's Regulations.

Acceptable CTLE must be conducted through activities designed to improve teacher and 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 educational leadership, as applicable, and be closely aligned to district goals for student performance.

### **Credit-Bearing University or College Courses**

Credit-bearing university or college courses, shall equal 15 clock hours for each semester-hour of credit and each quarter-hour of credit shall equal 10 clock hours of CTLE credit. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

(Appendix A - Sample Log)

## **APPROVED SPONSORS & CONTACT INFORMATION**

The Green Island UFSD is an approved sponsor with the New York State Education Department. Other entities that will provide CTLE on behalf of the school district include (pending approval from the State):

- Capital Region BOCES
  - <https://www.capitalregionboces.org/>
  - 900 Watervliet-Shaker Rd., Albany, NY 12205
  - 518-862-4900
- Questar III BOCES
  - <https://www.questar.org/>

- 10 Empire State Blvd., Castleton, NY 12033
  - (518) 477-8771
- New York State United Teachers (NYSUT)
  - <https://www.nysut.org/>
  - 800 Troy-Schenectady Road
  - Latham, NY 12110
  - (518) 213-6000
  - (800) 342-9810
- New York State Education Department
  - <http://www.nysed.gov/>
  - New York State Education Building, 89 Washington Avenue, Albany, NY 12234
  - NYSED General Information: (518) 474-3852
  - ACCES-VR: 1-800-222-JOBS (5627)
  - High School Equivalency: (518) 474-5906
  - New York State Archives: (518) 474-6926
  - New York State Library: (518) 474-5355
  - New York State Museum: (518) 474-5877
  - Office of Higher Education: (518) 486-3633
  - Office of the Professions: (518) 474-3817
  - P-12 Education: (518) 474-3862
- Greater Capital Region Teaching Center
  - <http://www.teachers-center.org/>
  - Greater Capital Region Teacher Center for Effective Teaching Shaker Road Elementary School 512 Albany-Shaker Road Albany, New York 12211
  - Phone: (518) 489-0568
- The College of St. Rose
  - <https://www.strose.edu/>
  - 432 Western Avenue, Albany, NY 12203
  - 1-800-637-8556
- SUNY Albany
  - <https://www.albany.edu/>
  - 1400 Washington Avenue, Albany, NY 12222
  - 518-442-3300
- SUNY Albany Center for Autism and Related Disabilities (CARD)
  - <https://www.albany.edu/autism>
  - 1535 Western Avenue
  - Albany, NY 12203
  - Email - [card@albany.edu](mailto:card@albany.edu)
  - Phone - (518) 442-2574
- The Sage Colleges
  - <https://www.sage.edu/>

- Troy Campus, 65 1st Street, Troy, NY 12180
  - Albany Campus, 140 New Scotland Avenue, Albany, NY 12208
  - Phone: 518-244-2000
- Capital Area School Development Association (CASDA)
  - <https://www.casdany.org/>
  - University at Albany, 1400 Washington Ave
  - Catskill B27, Albany, NY 12222
  - 518.442.5045
- Hudson Valley Community College
  - <https://www.hvcc.edu/>
  - 80 Vandenberg Ave, Troy, NY 12180
  - (518) 629-4822
- The New York State Police
  - <https://troopers.ny.gov/>
  - Troop G Headquarters, 760 Troy Schenectady Rd, Latham, NY 12110
  - 518-783-3211
- Albany County Sheriff's Department
  - <https://www.albanycounty.com/government/departments/county-sheriff>
  - 16 Eagle Street, Albany, NY 12207
  - 518-487-5400
- Albany County Crime Victim and Sexual Violence Center
  - <https://www.albanycounty.com/departments/crime-victim-and-sexual-violence-center>
  - 112 State St., Room 1010, Albany, NY 12207
  - (518) 447-7100
  - [cvsvc@albanycounty.com](mailto:cvsvc@albanycounty.com)
- The Addiction Care Center (Apple-A-Day)
  - (518) 465-5829
  - [jvitkus@theacca.net](mailto:jvitkus@theacca.net)
- Junior Achievement
  - <https://jausa-ja.org/>
  - One Education Way
  - Colorado Springs, CO 80906
  - (719) 540-8000
- New York State School Music Association (NYSSMA)
  - <https://www.nyssma.org/>
  - 718 The Plain Road, Westbury, NY 11590-5931
  - Phone: 516-997-7200 / Fax: 516-997-1700
  - Email: [info@nyssma.org](mailto:info@nyssma.org)
- Hope House
  - <https://www.hopehouseinc.org/>
  - 573 Livingston Ave., Albany, NY 12206
  - 518-482-HOPE
- Equinox
  - <https://www.equinoxinc.org/>

- 526 Central Ave, Albany, NY 12206
- 518-434-6135
- Mental Health Association in NYS, Inc. (MHANYS)
  - <https://mhanys.org/>
  - 194 Washington Ave, Suite 415, Albany, NY 12210
  - 518-434-0439
- Northern Rivers (formerly Parsons Child and Family Center)
  - <https://www.northernrivers.org/>
  - 518-426-2600
- Unity House
  - <https://www.unityhouseny.org/>
  - 2431 Sixth Avenue, Troy, New York 12180
  - (518) 274-2607
- Regional Bilingual Education Resource Network (RBERN)
  - <https://www.rbern.org/>
  - Questar III, Capital District Region RBERN, 10 Empire State Blvd., Castleton, NY 12033
  - Tel: (518) 477-8771
- Schenectady County Community College
  - <https://www.sunysccc.edu/>
  - 78 Washington Avenue
  - Schenectady, NY 12305
  - 518-381-1200
- International Center for Leadership in Education (ICLE)
  - <https://leadered.com/>
  - 1587 NY-146, Rexford, NY 12148
- ESI: The Employee Assistance Group
  - <https://www.theeap.com/>
  - 55 Chamberlain St, Wellsville, New York, 14895
  - 800-535-4841 x523
- New York State Office of Mental Health (OMH)
  - <https://omh.ny.gov/>
  - 44 Holland Avenue, Albany, NY 12229
  - 1-800-597-8481
- School Administrators Association of New York State (SAANYS)
  - <https://saanys.org/>
  - 8 Airport Park Blvd., Albany Airport Park, Latham, NY 12110
  - Phone: 518-782-0600
- New York State Association for Computers and Technologies in Education (NYSCATE)
  - <https://www.nyscate.org/>
  - 8 Airport Park Boulevard, Latham, NY 12110
  - 800-479-4830
- Restorative Justice Education

- <https://www.restorativejustice.com/>
- P.O. Box 270444, Fort Collins, CO 80527
- (720) 310-0015
- RJEEd@restorativejustice.com
- Crisis Prevention Institute
  - <https://www.crisisprevention.com/>
  - 10850 W. Park Place, Suite 250, Milwaukee, WI 53224
  - 888-426-2184
  - [info@crisisprevention.com](mailto:info@crisisprevention.com)
- Corwin: A Sage Publishing Company
  - <https://us.corwin.com/en-us/nam/visible-learning>
  - 2455 Teller Road, Thousand Oaks, CA 91320
  - 800-233-9936

When a certificate holder has completed a program provided by one of the sponsors or the Green Island UFSD, they shall be issued a “Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate” for their individual record keeping. Information in regards to each CTLE activity will also be maintained in the main office for at least eight years from the date of completion of the activity in accordance with the requirements set forth by the Office of Teaching Initiatives.

## **NATIONAL BOARD CERTIFICATION HOLDERS**

A holder of a certificate in the classroom teaching service who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the CTLE requirement for the registration period in which such National Board Certification is achieved; provided that the CTLE certificate holder continues to meet the applicable required CTLE requirements in language acquisition as described above.

## **RECORDKEEPING REQUIREMENTS**

CTLE certificate holders shall maintain a record of completed CTLE. This record shall include:

- The title of the program
- The total number of hours completed
- The number of hours completed in language acquisition addressing the need of ELL
- The sponsor’s name and any identifying number,
- Attendance verification
- The date and location of the program

Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department of Education upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

## Record Keeping

The district utilizes the online program, StaffTrac. This program allows faculty to register for in-district offerings, register for out-of-district offerings, request permission and financial support to attend out-of-district conferences and workshops, and submit verification of each. Faculty can track their individual professional development activities that are sponsored by the district as well as have a record of each.

## Evaluation Standards

The following activities will determine if this Plan is meeting its purpose:

1. Analysis of Student Results on:
  - a. Quick Phonics Screener
  - b. Locally developed common assessments
  - c. NWEA MAP Tests in Reading, Math, and Language (Grades K-8)
  - d. Fountas & Pinnell Benchmark Assessments
  - e. Grades 3-8 NYS English/Language Arts Test
  - f. Grades 3-8 NYS Mathematics Tests
  - g. Grades 4 & 8 Science Tests
  - h. High School Regents Examinations in:
    - i. English
    - ii. Mathematics
    - iii. Global History
    - iv. U.S. History and Government
    - v. Sciences
2. Reports, surveys, and evaluations from faculty and staff related to Professional Development experiences provided on location and at other sites. This includes a report on CTLE hours that every teacher, and teaching assistant, will receive annually. This spreadsheet will detail the number of CTLE hours they have earned through activities sponsored by the District.
3. Annual review by the Professional Development Committee to determine if the Goals and Objectives of the School Comprehensive Education Plan have been reached.