

Professional Learning Plan

2024-2027



Green Island UFSD

Approved by the Board of Education on:

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Professional Learning Committee Members

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Bruce Potter, Interim Director of Innovation

Jodi Mazzeo, Director of Behavioral Health

Green Island Teachers' Association Members

Stephanie Bouchey

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Nicole Littlejohn

Shelly Heffern, Teaching Assistant Member

MISSION STATEMENT

Heatly will continue to rise by optimizing the engagement of all school community members to help students meet their maximum potential.

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

Professional Learning Needs Assessments:

Designing Professional Development in Response to supporting the district's implementation of the BOE approved 2024-2027 Strategic Plan. CTLE opportunities are available for individual teacher growth. All district supported professional development offerings are in direct alignment with the strategic plan.

In embarking on a transformative journey for our public school, we initiated a strategic planning process marked by inclusivity, thoughtfulness, and deliberate consideration. Recognizing the diverse stakeholders within our educational community, we set out to create a blueprint that reflects the collective aspirations and values of students, parents, educators, administrators, and the broader community. Our approach prioritized open dialogue and engagement, ensuring that every voice, perspective, and unique insight contributed to the shaping of our strategic vision. With a commitment to equity and diversity, we cultivated an environment where all participants felt heard, valued, and integral to the process.

Thoughtfulness guided our analysis of educational trends, community needs, and emerging challenges, fostering a comprehensive understanding of our context. Deliberation characterized every step, as we meticulously crafted goals, objectives, and actionable plans that align with our shared vision. This inclusive, thoughtful, and deliberate strategic planning process is not merely a document but a living testament to our collective dedication to fostering excellence, equity, and innovation in our public school.

Our data and focus groups feedback revealed that teachers need support in their professional learning and resources to design and implement proven lessons that support individual student needs. Professional learning support begins with building teacher awareness of existing resources to design and implement meaningful and relevant delivery of curriculum and instruction. Based upon our follow-up efforts, curriculum mapping, instructional coaching, and professional feedback will remain primary sources for exposing teachers to research-based approaches and practices to increase student academic success.

Several key findings from our data and focus group feedback noted that embedding student voices in academic decisions would increase engagement. Our stakeholders reported that clear and concise communications and celebrating the success of groups and individuals were essential to establishing an environment in which students were successful.

Developing Visible Learners

Goal: To become a Certified Visible Learning School

Objectives

To effectively implement the 5 Strands of a Visible Learning School by June 2027. To create a sustainable model by capacity building of all school personnel through an embedded professional learning community focused on best practices and continuous improvement.

1. The Visible Learner
2. Know thy Impact
3. Visible Teaching and Leading
4. Effective Feedback
5. The Visible Learning School

Focus Areas

Teaching and Learning

Learning Dispositions

Teacher Clarity: What, Why, How

Creating the most desirable place to work and learn

Professionalism

Trust

Communication

Feedback

Professional Learning Activities

- Curriculum Mapping

- Mindframes for Learning Training
- Teacher Clarity Training
- PLC+ Training
- How Students Learn Training
- Students Driving Their Own Learning Training
- Teacher Credibility Training
- Collective Teacher Efficacy Training
- Success Criteria Training
- Grading Visible Learners Training
- Micro Teaching Training
- Effective MTSS Implementation Training
- Metacognitive Strategy Training
- Problem Based Learning Training
- Crucial Conversations Training
- The Healthy Organization Training

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
- Micro-credential courses
- 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

GIUFSD MENTORING PLAN AND AGREEMENT

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 Activities for Continuing Teacher and Leader Education

- Professional Development Workshops
 - Actual seat Time

- Professional Development Workshops (Presenter)
 - Planning and Presentation hours
- College Course
 - 15 hours per 1 college credit
- Superintendent's Conference Day, per PD agenda
 - Agenda hours , if designated as PD
- Faculty Meeting , per PD agenda
 - Agenda hours , if designated as PD
- Mentoring New Teachers (and mentee if applicable)
 - Actual hours
- Completion of the entire National Board Cert. program (w/in 5 yr window)
 - 100 hours
- Academic Committee Membership (District and building)
 - Agenda hours
- Participation in study group activities (i.e. PD leader)
 - Approved hours
- Participation in collaborative data analysis over time for instructional decisions
 - Actual hours
- Engage in professional reading with reflective written response
 - 5 hours per year
- Curriculum writing
 - Actual hours
- Training for scoring state assessments
 - Actual hours
- Membership in national , state , or local educational professional organizations
 - 1 hour per membership
- Service as elected officer/board member in an educational organization
 - 20 hours per year
- Published articles in professional journals
 - 25 hours per published articles
- Online training not required by the District
 - Actual course hours
- Approved educational leaves
 - TBD on a case-by-case basis
- Participation in approved pilot program
 - TBD on a case-by-case basis
- Development of Regional and/or Statewide Curriculum
 - Actual hours
- Grant Writing
 - 15 hours per approved grant
- Sponsoring a student teacher
 - 10 hours per week
- Sponsoring a student practicum

- 1 hour per day
- NYSUT offerings
 - TBD on a case-by-case basis
- Other activities approved by the District
 - TBD on a case-by-case basis

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

- 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
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 of Albany , 1400 Washington Ave
Catskill B27 , Albany NY 12222
518-442-5045
- Corwin Press
2380 Conejo Spectrum Street
Thousand Oaks, CA 91320
800-233-9936
- NZJ Learning
4621 St. John Circle
Zionsville, IN 46077
317-670-0270
- 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
- The Addiction Care Center (Apple-A-Day)
(518) 465-5829
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
- Hope House
<https://www.hopehouseinc.org/>
573 Livingston Ave., Albany, NY 12206
518-482-HOPE
- Equinox
<https://www.equinoxinc.org/>
- 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
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

RJEd@restorativejustice.com

- Crisis Prevention Institute

<https://www.crisisprevention.com/>

10850 W. Park Place, Suite 250, Milwaukee, WI 53224

888-426-2184

info@crisisprevention.com

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.

