

The Glen Cove School District

Professional Development Plan

2021-2022

Board of Education Adopted: July , 2021

GLEN COVE SCHOOL DISTRICT

Professional Development Committee

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GLEN COVE SCHOOL DISTRICT

Professional Development Plan

Introduction

In 1999, Commissioner's Regulation 100.2 (dd) mandated that districts form a professional development committee to formulate a district plan for effective professional development. The purpose of the plan was to "improve the quality of teaching and learning by ensuring that regularly employed certificate holders participate in substantial professional development to remain current with their profession and meet the learning needs of their students."

The Glen Cove Professional Development Plan was originally created through the work of building-level teams, who laid the groundwork for the plan by working with teachers on respective levels, identifying student needs which translated into staff development needs. Representatives of the building-level teams convened as a district committee to finalize the plan.

Composition of the Committee

In accordance with New York State Regulations, the committee will be comprised of the following members: the Superintendent of Schools or his or her designee; administrators upon designation of the administrators' collective bargaining organization; majority teachers upon designation of the teachers' collective bargaining organization; and at least one parent upon designation of the established parent groups.

Overview

The Professional Development Plan is based upon the Glen Cove School District Mission Statement:

We are dedicated to providing all of our children with an education of the highest caliber. Our future rests in the hands of today's children. Education is the key to improving the quality of their lives.

In order to accomplish this mission:

We are committed to knowing each child as an individual and providing that child with the skills, attitudes, concepts and knowledge needed to be a complete person.

We support responsible citizenship by re-enforcing morals and values.

We recognize and celebrate our diversity.

We support a staff committed to learning and growing.

We will build a sense of school community through effective communications.

We will provide strong leadership, a safe environment, clear goals, high expectations and continuous assessment.

We share our successes and grow from our experiences.

The Professional Development Plan should also be consistent with the current goals and initiatives of the school district.

Thus, the Professional Development Plan aims to create an environment that embraces diversity in teaching and learning, which maintains mutual respect and provides opportunities for all staff members to grow as individuals, as professionals and as members of the school community. The intent is to help all staff members engage in meaningful and sustained professional development in their respective content areas and grade levels, resulting in improved student achievement.

The plan is aligned with the New York State learning standards and assessments, and these benchmarks and indicators were considered by each school-level team in their needs assessments and initial identification of staff development needs. The staff development that is offered in the district through workshops, in-service and Superintendent's Conference days will be aligned with the areas of priority identified in this plan and evaluated by the participants using the form in Appendix E. Those evaluations will be reviewed by the Assistant Superintendent for Curriculum and Instruction and shared with the Professional Development Plan Committee. The plan is continuous by being goal centered. Thus, instead of being based on current conditions, the goals allow us to maintain optimum conditions over time. In fact, the plan must be continuous and reflect a multi-year approach if we are to improve student performance.

Currently, each teacher is required to attend 25 in-service hours per year, which it must be understood relies on contractual provisions. Each teacher is also required to attend three Superintendent's Conference Days each year. Thus, at a minimum, each teacher presently has the opportunity to engage in professional development activities for a minimum of forty hours per year. However, it is expected that with the implementation of the Professional Development Plan, teacher attendance at out-of-district conferences and workshops, additional in-house workshops and conferences, in-house technology training, peer conferencing and a variety of other activities listed in the staff development delivery section of this plan, it could reasonably be estimated that teachers would have the opportunities to engage in professional development activities on an average of sixty hours per year.

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education: "Each school district shall provide professional development to all teachers, level III teaching assistants and administrators that specifically addresses the needs of English Language Learners (ELLs). Consistent with section 80-3.6 and section 100.2(dd) of this Title, a minimum of 15% of the required professional development clock hours for all teachers and administrators prescribed by Part 80 of this Title shall be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. For holders of a level III teaching assistant certificate, a minimum of 15% of the required professional development clock hours shall be dedicated to language acquisition and content instruction for ELLs. For all Bilingual and ESL teachers, a minimum of 50% of the required professional development clock hours prescribed by Part 80 of this Title shall be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLS. All school districts must align and integrate such professional development for Bilingual and ENL teachers with the professional development plan for core content area for all teachers in the district."

Provisions for School Violence Prevention and Intervention: Glen Cove School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Glen Cove School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Glen Cove School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

CTLE Requirements

Below are the new Continuing Teacher & Leader Education “CTLE” requirements

1. 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 are employed in a NYS Public school or BOCES. Required CTLE hours must be obtained from a NYS approved “sponsor” of CTLE. School districts and BOCES will continue to be approved providers along with teacher centers, NYS institutions of higher education and other professional organizations.
2. Holders of an English to speakers of other languages professional certificate or a bilingual extension are required to complete a minimum of **50 percent 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.
3. All other Professional certificate holders must complete a minimum of **15 percent of the required CTLE clock hours** in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners.
4. Teaching Assistant Level III teaching certificate holders must complete a minimum of **15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.**

Recordkeeping Requirements

5. CTLE certificate holders shall maintain a record of completed CTLE, which 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 English language learners, the sponsor's name and any identifying number, attendance verification, and 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 continuing teacher and leader education was completed and shall be available for review by the Department upon request.

Acceptable Continuing Teacher and Leader Education

6. Acceptable CTLE must be taken from a sponsor approved by the Department. 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. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Reporting CTLE Hours

School districts or BOCES are required to facilitate the practice of reporting hours to SED for employees who work more than 90 days in a school year. A day of employment is still defined as a day actually worked in whole or in part, or a day not actually worked by a day paid. This is in continuation of the requirements that governed reporting of professional development hours up to July 1, 2016.

School districts or BOCES are also required to continue their compliance with regulations that govern the development, content, and implementation of professional development plans – Part 100.2 (dd). School districts or BOCES are required to provide CTLE hours so that faculty and staff remain current with their profession, meet the learning needs of their students, and are able to maintain their certificates in good standing based upon successfully completing 100 every five years as prescribed in Part 80.6 of Commissioner's Regulations.

If a teacher is employed in New York State public school, the employing district approves all professional development activities to accrue towards the continuing professional development requirement. The teacher should seek prior approval from the school district for any professional development that the teacher wishes to apply toward his/her professional development obligation that is not offered directly by the school district.

Staff Development Delivery

The latest educational research by the National Staff Development Council defines professional development as “any activity that enhances the teacher’s knowledge or improves the quality of their instructional program” (NSDC Standards for Staff Development). This concept greatly expands the district’s capacity to provide meaningful and sustained experiences. The district Professional Development Committee discussed three categories for staff development delivery: 1. current district models and practices, 2. new models and practices for consideration, and 3. standard practices (redefined) which meet the new concept of training as defined by the NSDC:

District Models/ Practices

- Superintendent’s Conference Days
- Online courses from regional or national accredited college or university*
- Undergraduate Courses
- Graduate Courses
- In-service courses
- Workshops/ conferences
- Curriculum writing
- Teachers teaching professional development courses
- Monthly in-service time
- Teacher Center resources (i.e., InterCounty Teacher Resource Center)
- Teacher visitation days
- Membership in Professional Organizations (See Appendix C)
- Mentoring
- Inter-classroom visitations
- Expansion of professional libraries in buildings**
- Cross-district meetings (K-12) on specific topics
- Creation of a District Website**
- Participation on a professional list serve**
- Informal sharing professional development with colleagues in department and building meeting times
- Pre and post observation conferences
- Common preparation time**
- Group assessment scoring
- Grade level/ department meetings
- Faculty conferences
- CSE meetings**
- Serving on statewide or national committees
- Serving on district or school-wide committees or boards
- Collaboration and articulation with community members and community agencies**
- Collegial circles
- Peer coaching

* In order to assure quality coursework, the district would continue to maintain its approval process. In addition, the on-line coursework would only be from regional, accredited, recognized colleges or universities with a physical plant such as Teachers College, Columbia; St. John’s; Fordham; Queens College.

** May not count toward CTLE hours

Needs Assessment

In determining the variety of needs for staff development, the Professional Development Committee, surveyed faculty to obtain the scope of needs (see attached survey). Using this information, the district Professional Development Team clustered the items. Initial clustering produced the following topics of need for staff development:

Results from Professional Development Survey

The areas of professional development that teachers identified as priority are:
Technology including:

- Google Apps for Education (google Classroom, Google Docs/Drive)
- iPads to support and enhance education
- Apps in Education
- Podcast/vodcasting
- Safari Montage
- Moodle
- Web 2.0 tools
- Kidspiration/inspiration
- Content specific technology

Instructional strategies:

- Visual thinking
- Differentiated instruction
- Spanish for educators
- Teaching literacy in content area
- Brain based learning
- Methods used to remediate reading and math skills
- Interdisciplinary teaching

Other areas:

- Social Emotional Learning (SEL)
- Reaching diverse learners
- Teaching children of poverty
- Communicating with families
- Meeting the needs of ESL students
- Meeting the needs of Special Education Learners (i.e. ADHD, Autism)

The Professional Development Committee will consider conducting a needs assessment biannually in order to update this plan.

The members of the Professional Development Plan Committee determined that there were five major themes which emerged:

New teacher support
Curriculum and standards
Instructional strategies
Teaching for Understanding and Differentiated Instruction
Social Emotional Learning

Outcomes

Theme One: New Teacher Support

Target Population: First year teachers
Non-tenured teachers

Expected Outcomes: New teachers will have the opportunity to develop and maintain the following through district and mentor support: (See Appendix B)

- The ability to use a variety of instructional strategies
- The ability to use a variety of assessment techniques
- The ability to manage the classroom effectively
- The ability to use current technology in a classroom
- The ability to work with students of different cultures and levels of aptitude
- Positive relations with students, parents, other teachers, and administrators
- Knowledge of Common Core standards and assessments

Evaluation: Evaluation of effectiveness will be through structured feedback from new teachers on the strengths, weaknesses, usefulness and depth of the staff development program. Such feedback will include samples of teacher plans, self-reflection, demonstration of strategies and positive supervisor evaluation.

Theme Two: Curriculum and Standards

Target Population: Opportunities for all teachers, as appropriate, pre K-12

Expected Outcomes: All teachers will have the opportunity to strengthen their knowledge of

Technology

- To become computer literate
- To develop a standard skill level which directly impacts student learning
- To promote critical thinking and problem solving through the use of technology in all curricular areas

21st Century Skills

- To integrate the skills identified in the Partnership for 21st Century Learning in all curricular areas
- Common Core standards and curriculum goals
- To increase familiarity with the requirements of all exams
- To increase teacher subject area competency
- To increase the percent of students achieving at mastery level

Aligning standards and assessments with curriculum embedding

- To better articulate the Common Core standards
- To ensure that standards are addressed in the curriculum
- To facilitate periodic curriculum assessment

District Initiatives

- To ensure student understanding by Teaching for Understanding
- To implement Balanced Literacy Program
- To provide and enhance STEM instruction
- To collect, analyze and use the information gathered from the Fountas and Pinnell Assessment System
- To become proficient in integrating study skills into the curriculum

Evidence Based Practice

- To examine, analyze, interpret and use data to inform and drive curriculum and assessment (e.g. to become knowledgeable of, and able to use the district data available through the BOCES Data Warehouse System)

Evaluation: Evaluation will determine whether or not the staff development activities helped teachers

Identify student strengths and weaknesses

Refine recommendations for student programming

Link curricula with Common Core standards

Monitor student performance

Increase the number of pupils achieving levels of mastery on State assessments

Improve pupil study skills

Integrate technology in lesson planning

Implement balanced literacy in the elementary schools

Theme Three: Instructional Strategies

Target Population: Opportunities for all teachers, as appropriate, pre K-12

Expected Outcomes: All teachers will have the opportunity to strengthen their skills in

Teaching for Understanding

Learning strategies to deal with heterogeneous classrooms

- To identify, provide, and modify instruction in a variety of ways based on student strengths, weaknesses and learning styles
- To enhance knowledge of working with students in an inclusionary model
- To increase knowledge of working effectively with students who speak a primary language other than English
- To increase knowledge of working effectively with students who come from Diverse cultural backgrounds

Classroom management

- To increase knowledge of conflict management strategies
- To reinforce peer mediation skills
- To enhance teacher and student organizational skills

Home/School/Community Communications

- To increase effective communications
- To link parents with classroom activities
- To provide support and resources for parents to reinforce learning at home
- To incorporate community resources into the curriculum

Common Core Standards (see Appendix D)

- data driven instruction
- close reading in all content areas
- literacy in the content areas
- Shifts in ELA/Literacy
 - Balancing Informational Literacy Text
 - Building Knowledge in the Disciplines
 - Staircase of Complexity
 - Text-Based Answers
 - Writing From Sources
 - Academic Vocabulary
- Shifts in Math
 - Focus
 - Coherence
 - Fluency
 - Deep Understanding
 - Applications
 - Dual Intensity

Evaluation: Evaluation will determine whether or not the staff development activities gave teachers strategies to:

Improve student behavior

Improve student attendance

Reduce pupil conflict referrals

Differentiate instructional strategies in lesson plans

Theme Four: Teaching for Understanding and Differentiated Instruction

Target Population: Opportunities for all teachers, pre K-12

Expected Outcomes: All teachers will have the opportunity to strengthen their skills in

Instructional strategies that produce student understanding

Designing and using multilevel units, lessons and activities

Modifying student assignments to meet different learning styles

Engaging all levels of learners by using a variety of instructional strategies

Flexible and precision grouping of students

Curriculum compacting

Multiple forms of assessments

Response to Intervention (RtI) strategies and procedures K-5 ELA

Evaluation: Evaluation through teacher feedback and observation will determine whether or not the staff development activities gave teachers strategies to accommodate student learning styles and modify instructional strategies to enable all students to meet with success.

Theme Five: Social Emotional Learning (SEL is the process through which people learn to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions and handle challenging situations constructively and ethically). SEL teaches students skills, not just values.

Target Population: Opportunities for all teachers, as appropriate, preK-12

Expected Outcomes: All teachers will have the opportunity to strengthen their knowledge of

The definition of social emotional learning

How to integrate and model the practices of social emotional learning into classroom instruction

How to manage classroom behaviors through social emotional learning strategies

Various icebreakers

Creating a positive classroom environment conducive to learning

- adult to adult
- adult to student
- student to adult
- student to student

How to discipline with dignity

Evaluation: Evaluation will be identified through teacher feedback, and will determine whether or not the staff development activities gave teachers strategies to improved student achievement, reduction of student referrals, student feedback, and improved student behavior and motivation.

Funding

Funding for the initiatives in the Glen Cove Professional Development Plan may come from:

ESEA Title I
Title II A
Title III
PL 94-142 (Special Education funding)
Local funding
Collaborative Grants with BOCES

Professional Development and Student Achievement

Commissioner's regulations which govern the Professional Development Plan call for a link between student achievement and the professional development activities in which teachers are involved. Clearly, strategies learned through professional development activities must be a critical aspect in a district's plan to help students achieve at the level of the new standards. The Committee expects that as a result of the professional development initiatives expressed through the four themes in this Plan, there should be progressive, correlation relationships between professional development and improvement of student outcomes.

The PDP Committee also feels that it is important to keep in mind that evaluation within the plan is intended to evaluate the efficacy of professional development activities as they assist the teacher, rather than evaluate the teacher her/ himself. The question remains as to how to show/ describe the measurable outcomes of professional development activities. To that end, the Professional Development Plan contains a two-pronged approach:

1. Embedded in the request to attend/ be involved in a professional development activity would be a section in which the teacher would indicate: a. how the activity relates to the Common Core Standards, and b. how the teacher anticipates it will impact on pupil performance. Impact on pupil performance would involve expectations based on the description of the professional development activity.
2. Determine the feasibility of informally, electronically evaluating the professional development activity, ie: through My Learning Plan.
3. Implement the use of My Learning Plan to report and keep track of accumulated credit hours and professional development courses.
4. Develop recommendations for high quality professional development and professional associations.
5. For all workshops and conferences, outside the district, all teachers must produce a Certificate of Attendance form as per new auditing mandate (For an example see, Appendix A or submit a certificate of attendance provided at the workshop).

CERTIFICATE OF ATTENDANCE FORM

This form certifies that _____ **has attended**
(Teacher Name)

the conference entitled _____
(Name of Conference)

on _____.
(Dates of Conference)

**Further, it certifies that during his/her attendance at this conference,
s/he attended the workshops and/or meetings held during the
conference.**

Signature of Name of Conference Representative

Title

Date

**NOTE: With this form please submit any paperwork necessary for
reimbursement of expenses as per Article 12, pg. 26-27 of the
Collective Bargaining Agreement (aka Contract).**

Appendix B

Article 9. Voluntary 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. The following guidelines will assist the District in working toward this goal:

1. All full time teachers who are hired new to the Glen Cove School District, (GCSD), who hold an initial certification, shall be assigned a mentor for the first year of their employment. Every attempt will be made to provide a mentor from the current GCTA membership. If unavailable, the District will seek to engage a mentor through other means (e.g. retired teachers, BOCES, SCOPE). Mentors may be assigned to teachers in their first year of employment who hold a provisional certificate or who are working less than 1.0 F.T.E. at the sole discretion of the District.
2. Mentors will be chosen on a voluntary basis by the GCSD administration. Generally mentors will be limited to tenured teachers with a minimum of three years of teaching experience. Positions shall be posted indicating grade level and/or subject area needed. The stipend for each mentor shall be set as per contract.
3. Whenever possible mentors and mentees will be in the same building and will teach the same grade level or subject. When volunteers are not available in the same subject area or grade level, teachers from the same building may be assigned. In the event that suitable mentor is not available in the same building, every attempt will be made to assign a mentor from another building. If a District teacher is not available, the District will seek to employ a mentor by other means (e.g. retired teacher, BOCES, SCOPE).
4. Training for the mentor shall be provided annually. The preparation of mentors, may include, but shall not be limited to, the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques and time management methodology.
5. Mentors will be required to do the following:
 - attend and actively participate in the annual mentor training session in August, during one day of the new teacher orientation week to participate in mentor training and/or to work with the assigned mentee
 - spend a minimum of 40-45 minutes per week (as per scheduled period at building to which the mentor is assigned) with mentees; such time shall include the time necessary to complete classroom/lesson observations by mentor/mentee, model teach, assist with lesson/unit plans, orient mentee to the school/district practices, procedures and culture
 - maintain a log of meetings, to include the name of the professional certificate holder, his/her teacher certification identification number, the title of the program, the meeting dates, times, locations and topics discussed; the log shall be submitted to the Assistant to the Superintendent for Personnel at the end of the school year; the contents of this log will not be used for evaluation purposes.

Appendix C

Beginning with the 2016-2017 school year, the Professional development Plan of each school district must describe how the district will provide their newly certified teachers and Level III teaching assistants with the opportunity to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by the NYSED. The professional development provided by the district must align with the goals outlined in the Professional Development Plan. Starting July 1, 2016, teachers who hold a Professional Certificate or teaching assistants who hold a Title II certificate are required to complete 100 hours of professional development over a five-year period (approximately 20 hours per year) in order to maintain certification. The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department recommends that the content of these professional development opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

The content of the Glen Cove School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RST-TASC, Teacher Centers and consultants, such as the following:

List of Professional Organizations/Providers

AAHPERD – National Association for Health, PE, Recreation and Dance
AATI Long Island – American Association Teachers of Italian Long Island Chapter
AASL – American Association of School Librarians
ACDA – American Choral Directors Association
ACLD – Association for Children and Adults with Learning Disabilities
ACS – American Chemical Society
Advancement Courses
ALA- American Library Association
Always Learning - JoEllen McCarthy
AOSA – American Orff Schulwerk Association
ASA – Art Supervisors Association
ASBDA – American School Band Directors Association
ASCD – Association for Supervision and Curriculum Development
ASHA – American Speech Language Hearing Association
BER – Bureau of Education & Research
BETAC – Bilingual Education Technical Assistance Center
BOCES -Eastern Suffolk
BOCES - Nassau

BOCES- Putnam Northern Westchester
BOCES - Western Suffolk
Bookhaven Science Assoc., LLC
Brennan Learning, LLC
Bureau of Education and Research
CEC -Council of Exceptional Children
CHADD – Children with Attention Deficit Disorders
Children's Hearing Institute
CLD – Council on Learning Disabilities
Cohan, Audrey Dr.
Consulting that Make A Difference, Inc. - Diane Ripple
CORE
Creative Teacher Education Institute
Crisis Prevention Institute
Cross Country Education, LLC.
CSTA – Computer Science Teachers Association
Customizable Professional Development
Davidian, Ann
Eddy, Jennifer Dr.
Educational Learning Trust (NYSUT)
FirstNet Learning:NYSIRS Online University
Friends of Garvies Point
FLACS - Foreign Language Assoc. of Chairpersons & Supervisors
Fountas & Pinnell/Heinemann
Gilder Lehrman Institute of American History
Goucher College
Grant, Alice
Heckscher Museum
Hofstra University
Intercounty Teacher Resource Center
IRA- International Reading Association
ISTE – International Society for Technology in Education
KIDZ Therapy Services
Learning Curve Consultants -SIM
Learning Disabilities Association of America
LEGO Education
Lesley University
LIASCD - Long Island Association for Supervision & Curriculum Development
LIAPG – Long Island Association of Professional Geologists
LIASEA Long Island Assoc. of Special Education Administrators
LIATA – Long Island Art Teachers Association
LIFC – Long Island Flute Club

Long Island Institute of Professional Studies
LILT – Long Island Language Teachers
Long Island Math Conference Board
LIPTA – Long Island Physics Teachers Association
LISELA – Long Island Science Education Leadership Association
LISFA – Long Island String Festival Association
LISHA - Long Island Speech and Language Hearing Association
LISMA – Long Island School Media Association
Long Island Council of Social Studies
LIU - Long Island University
Long Island Learning Institute for Educators
Marra and Glick Applied Behavior
MENC – National Association of Music Educators
Mentoring Partnerships of LI
Molloy College
Museum of Science
NAESP – National Association of Elementary Principals
Nassau Counselor’s Association
Nassau Zone: Local Association for Health, PE
NAHSA – National Association for Hearing and Speech Action
NASSP – National Association of Secondary Principals
National Art Education Association
NHD – National History Day
NAEA – National Art Educators Association
NCLD – National Center for Learning Disabilities
NCAMS- Nassau County Assoc. of Mathematics Supervisors
NCTE – National Council of Teachers of English
NCTM – National Council of Teachers of Mathematics
NYCTD – New York Center for Teacher Development, Inc.
New York Hall of Science
New York State Art Teachers Association
New York State Bar Assoc.
NFA – National Flute Association
NMEA – Nassau Music Educators Association
NYSABE New York State Assoc. for Bilingual Education
NYS English Council
NYSED - New York State Education Dept.
NSTA – National Science Teachers Association
NYBTA- New York Biology Teachers’ Association
NYLA – New York Library Association
NYLA – The New York Legal Association Group
NYS AHPERD –State Association for Health, PE, Recreation and Dance

NYSACAC New York State Assoc. for College Admission Counseling
NYSATA – New York State Art Teachers Association
NYS HSPAA- New York State Public High School Athletic Association
NYSCATE – New York State Association for Computers and Technologies in Education
NYSSLHA – New York State Speech Language Hearing Association
NYSSMA – New York State School Music Association
NYSTESOL – New York State Teachers of English to Speakers of Other Languages
One Step Ahead Professional Development LLC
Pecorale, Erica Dr.
Queens College
Reading, Writing, Project Network, LLC
School Leaders for Change - Karen Siris/Philip Cicero
Science Teachers Association of New York State
SCONYC – Science Council of New York City
SIFMA Foundation
SIM Strategic Intervention Model
Society of Ethics in Ed., Inc.
Suffolk ASSET Association of Suffolk Supervisors for Educational Technologies
SSHSC – Statewide School Health Services Center
SSL- Section of School Libraries
Teachers College - Columbia University
The Long Island Arts Alliance
The International Dyslexia Association
The Long Island STEM Education
The Shakespeare Society, Inc.
Train My Teacher - Karrie Ann Vitti
Varsalona, Carol Dr.
Virtual Enterprises International (VEI)

As you know, certificate holders are now required to register with TEACH and record 100 hours of CTLE sponsored professional development (PD requirement is only holders of professional licenses – see [Office of Teaching Initiatives](#) for more details) over a 5 year period.

NYS Common Core Standards Shifts Impact NYS Assessments

6 Shifts in ELA Literacy

Common Core Implementation

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

Common Core Assessments

| | |
|--------|----------------------------------------------------------------|
| 1 & 2: | Non-fiction Texts Authentic Texts |
| 3: | Higher Level of Text Complexity Paired Passages |
| 4 & 5: | Focus on command of evidence from text: rubrics and prompts |
| 6: | Academic Vocabulary |

6 Shifts in Mathematics

1. Focus
2. Coherence
3. Fluency
4. Deep Understanding
5. Applications
6. Dual Intensity

| | |
|----------|-----------------------|
| 1: | Intensive Focus |
| 2: | Linking Back |
| 4, 5, 6: | Mathematical Modeling |

Six Shifts in ELA/Literacy

| | | |
|---------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shift 1 | PK-5 Balancing Informational & Literary Texts | Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world - science, social studies, the arts and literature – through text. At least 50% of what students read is informational. |
| Shift 2 | 6-12 Building Knowledge in the Disciplines | Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read. |
| Shift 3 | Staircase of Complexity | In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. |
| Shift 4 | Text-Based Answers | Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. |
| Shift 5 | Writing from Sources | Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. |
| Shift 6 | Academic Vocabulary | Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas. |

Six Shifts in Math

| | | |
|---------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shift 1 | Focus | Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades. |
| Shift 2 | Coherence | Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning. |
| Shift 3 | Fluency | Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts. |
| Shift 4 | Deep Understanding | Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding. |
| Shift 5 | Applications | Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content. |
| Shift 6 | Dual Intensity | Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year. |

**GLEN COVE CITY SCHOOL DISTRICT
Professional Development – Evaluation Form**

Appendix E

Please complete and return this form to: Personnel Office

| | |
|---------------------------------------------|-------|
| Title of Professional Development Activity: | Date: |
| Location: | |
| Name of Provider: | |

Please answer the following questions by marking the scale according to your perceptions of this professional development activity.

| | Strongly Agree | Somewhat Agree | No opinion | Somewhat Disagree | Strongly Disagree |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The goals/objectives for this professional development were accomplished. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. This activity increased my knowledge and skills in my areas of certification, endorsement or teaching assignment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The relevance of this activity to NYS teaching/common core standards was clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This professional development provided useful ideas which I expect to apply to my own professional situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The material was presented in an organized, easily understood manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The professional development included discussion, critique, or application of what was presented, observed, learned, or demonstrated. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The instructor(s) was well prepared and his/her style, methods and rapport were suitable for this workshop. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

8. The best features of this activity were:

9. Suggestions for improvement include:

10. What, if any, suggestions do you have for additional courses/workshops which might be organized in the future?

11. Other comments and reactions I wish to offer:

GLEN COVE SCHOOL DISTRICT

Appendix F

Human Resources Office

INSERVICE / GRADUATE CREDIT PRIOR APPROVAL

(Please complete form and return it to the Human Resources Office.)

NAME _____ BUILDING _____

GRADE/SUBJECT _____ DATE _____

Name and Course Number: _____

Name of Institution Offering Course: _____

Type of Course: Inservice _____ Graduate _____

Location: Classroom _____ On-line _____

PLEASE ATTACH COPIES OF DOCUMENTATION SHOWING: COURSE DESCRIPTION, INSTITUTION NAME, TIME AND DATES OF COURSE, NUMBER OF HOURS.

Related Priority Area (Check one or more):

- _____ To continue to ensure a strong and consistent districtwide focus on the performance standards with an emphasis on standards-driven instruction.
- _____ To utilize differentiated instruction as a strategy to promote the success of all students.
- _____ To incorporate balanced literacy.
- _____ To create an environment that embraces diversity in teaching and learning.
- _____ To improve student achievement through the use and emphasis on inquiry-based approaches to teaching which stimulate students' higher order thinking skills.
- _____ To improve student achievement by implementing the principles of Teaching for Understanding as exemplified by similar approaches set forth by Project Zero.
- _____ To improve student achievement through implementation of classroom curriculum design based upon the philosophy of Understanding by Design, namely planning backwards, starting with the big idea, and emphasizing students working towards answering essential questions.
- _____ To improve student achievement by providing students opportunities to read and write across the content areas and teaching students appropriate study skills strategies, and learning and applying process writing strategies.
- _____ To strengthen teachers' knowledge and skills in their content areas.
- _____ To implement a social/emotional learning program.
- _____ To bring about a more focused approach to curriculum development by shifting toward the identification of specific guaranteed proficiencies which are outgrowths of State standards.
- _____ To enhance curriculum and instruction through the use of technology.

Number of Credits Requested: _____ *(15 hours = 1 inservice credit)*

Reviewed by Principal / Coordinator: _____ (initials)

_____ approved _____ disapproved
(explanation letter attached)

Assistant Superintendent

Date

_____ **Number of Credits Approved**