

EAST ISLIP SCHOOL DISTRICT

1 Craig B. Gariepy Avenue
Islip Terrace, New York 11752



PROFESSIONAL DEVELOPMENT PLAN 2022 - 2025

PRIORITIES

Approved by the East Islip Board of Education
August 30, 2018

Reviewed by Committee
April 25, 2023

Approved by the East Islip Board of Education
TBD

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East Islip School District Professional Development Committee
Reviewed by Professional Development Committee on April 25, 2023

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Rationale and Explanation

“Continuing development is the mark of a true professional, an ongoing effort that is never completed. Educators committed to attaining and remaining at the top of their profession invest much energy to staying informed and increase their skills. They are then in a position to exercise leadership among colleagues.” – Charlotte Danielson

Purpose:

The purpose of the East Islip School District Professional Development Plan is to establish a comprehensive plan to provide staff with carefully planned, highly focused, and effective ongoing professional development opportunities needed to address the demands of their profession.

It is important that each participant is able to adapt professional development opportunities presented and apply them to his or her teaching and learning environment and professional obligations.

Mission Statement:

Our Mission is for East Islip to be a District of Excellence and to educate students with the skills and knowledge to become exceptional learners and leaders. We will provide a safe and positive learning environment in partnership with our greater community.

Goals

The goal of the East Islip School District Professional Development Plan is to sustain the goal of improving the quality of teaching and learning in the district by ensuring that teachers and teaching assistants participate in ongoing and sustained professional development in order to remain current with their profession and to meet the learning needs of their students.

The committee has determined that Professional Development should encompass the following and East Islip School District goals should and will be based on these elements as well:

- Related to an assessment of the professional needs of the staff and to the district's goals and initiatives
- Aligned to the most current New York State Learning Standards and National Teaching Standards
- Take into consideration student achievement data
- Related to individual student learning needs
- Focused and purposeful
-

Build district-wide knowledge of the Next Generation Learning Standards

Build district-wide knowledge and understanding of the New York State Science Standards. New assessments associated with these standards are anticipated to be administered May/June 2024.

Objectives

- Provide access to a variety of different professional development opportunities.
- i - Provide all staff with the opportunity for continuous and sustained learning and development.
- Provide support for teachers needing improvement.
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Priority #1 – Engaging all Types of Learners: Focus on Student Engagement

- x Explicit Instruction
- x Vocabulary Development
- x Maximize Opportunities to Respond/Student Feedback
- x Data Driven/Differentiated Instruction
- x Classroom Positive Behavior- Culture of Care

Area	Target Population	Modes of Delivery	Desired/Expected Outcomes
Explicit Instruction		-Use of Superintendent's Conference Days if applicable or other targeted days as opportunities for district-wide and/or schoolbased workshops	Teachers will continue to utilize and deepen their understanding of strategies learned to engage all types of learners and focus on student engagement through lesson design, questioning, and critical thinking. Teachers will continue to utilize and deepen theTea81 (o)-3.9 (f)-1.84 484.8 (
Vocabulary Development	K-12 Teachers and Teaching Assistants	-In-service courses offered throughout the fall, spring and summer semesters -Gradelevel, departmental, and faculty meetings may be used as opportunities for presentations on: -Sharing of effective strategies -Learning style inventories -Instructional delivery methods -Alternative assessment methods -Staff participation at conferences and workshops	

Data

Priority #2 – Content and Standards

- x Developing Students' Mathematics Expertise
- x Integration of F&P and the Writing Units-~~K~~
- x Focus on NYS Science Assessments Gr. 5 and Gr. 8

Area	Target Population	Modes of Delivery	Desired/Expected Outcomes
Developing Students' Mathematics Expertise		-Use of Superintendent's Conference Days if applicable or other targeted days as opportunities for districtwide and/or schoolbased workshops -In-service courses offered throughout the fall, spring and summer semesters	
	K-12 Teachers and Teaching Assistants	-Gradelevel, departmental, and faculty meetings may be used as opportunities for presentations on: -Sharing of effective strategies -Learning style inventories -Instructional delivery methods -Alternative assessment methods -Staff participation at conferences and workshops	

MENTORING

Rationale

Under Part 80~~3~~ of the Commissioner's Regulations related to the revised teacher certification regulations, districts are required to provide ~~year~~ mentoring experience to new teachers as part of the District's Professional Development Plan, beginning September 2004. Candidates seeking a professional certificate shall be required to participate in a mentoring program in their first year of employment as prescribed in Part 100, unless the candidate has successfully completed two years of teaching experience prior to such teaching in the public schools.

Definition

Under the No Child Left Behind Act, Teacher Mentoring means activities that consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers that are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills. This should be part of an ongoing developmental induction process that involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education. This may include coaching, classroom observation, team teaching, and reduced teaching loads, and may include the establishment of a partnership by a local educational agency, a teacher organization, or another organization.

The East Islip School District, in conjunction with the East Islip Teachers' Association,

Provision for a Mentoring Program

- A. The purpose of the mentoring program shall be to provide support for new teachers in order to ease the transition from teacher preparation to practice, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.
- B. The professional development plan describes how the school district will provide a mentoring program for teachers in the classroom who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate.
- C. The mentoring program is being developed and implemented consistent with the collective bargaining obligations required by law.
- D. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless holding such information poses a danger to the life, health, or safety of the school.

Elements of the Mentoring Program

Selection Procedure

Time For Mentoring

Mentors will train during the summer or after school and meet 10 hours a year with the coordinator before or after school.

Record Keeping Requirements

Mentors must keep logs documenting at least one hour per week of the mentoring experience. Records will be kept of the mentoring experience. They will include: the name of the professional certificate holder, his or her certification identification number, the title of the program, the number of hours completed, and the date and location of the program. The records shall be retained by the school district for at least seven years from the date of completion.

Compensation

For 10 hours of training: Those mentors at MA75 or above will receive a \$300.00 stipend. Those not at MA75 will receive one (1) service credit.

For a full year of mentoring: Those mentors at MA75 or above will receive a \$1,500.00 stipend. Those not at MA75 will receive five (5) service credits.

In subsequent years of mentoring service, only the monetary stipend is available.

The coordinator will receive a stipend of \$1,500.00 for course development and refinement, one 10-hour mentoring training course per year, record keeping, and meeting with mentors after school. Should additional hours be required, compensation will be provided as per CBA.

REGISTRATION and CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS

Registration and CTLE Requirements			
Certificate Type	Employment Status	Registration Requirements	Continuing Teacher and Leader Education

Source: <http://www.highered.nysed.gov/tcert/pdf/Registration%20Table06022016.pdf>

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing
the Needs of English Language Learners Requirements

Certificate Type Professional

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REGISTRATION:

Registration Requirements for classroom teachers and school leaders holding a Permanent or Professional Certificate, and Level III Teaching Assistant Certificate holders

Source- <http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>
TEACH login site for registration- <http://www.highered.nysed.gov/tcert/teach/>

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80c Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

These new Registration and CTLE 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.

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter. Practicing means employed 90 days or more during a school year in a single applicable school in a position requiring certification.

Apply during your month of birth - <http://www.highered.nysed.gov/tcert/teach/>

Any holder of a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificates not practicing in a New York State school district or Board or Cooperative Education Services (BOCES) ("applicable school"), may notify the Department that he/she is no longer practicing in an applicable school and change their registration status to "Inactive." At such time as the certificate holder may choose to resume practicing in an applicable school, the certificate holder shall register with the Department.

The following statuses will be used for purposes of registration:

Registered: The certificate holder has notified the Office of Teaching Initiatives they wish to be registered, [through their personal TEACH account.] Individuals issued their first permanent or professional certificates in the classroom teaching service or educational leadership service or a Level III Teaching Assistant certificates issued on or after July 1, 2016 will be automatically registered.

Not Registered: The certificate holder has not notified the Office of Teaching Initiatives they wish to be Registered or Inactive.

Inactive: The certificate holder has notified the Office of Teaching Initiatives they do not wish to be registered and are not practicing in an applicable school.



CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS:

Sources <http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>
<http://www.highered.nysed.gov/tcert/pdf/memo06012016.pdf>

*(replaces the 175/75 hours requirement for TEACH)

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.

PERMANENT classroom teacher and school leader certificate holders practicing in New York State school districts will not be subject to CTLE

Holders of Continuing Teaching Assistant certificates or 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 are ~~not~~ subject to Registration or CTLE requirements.

Acceptable Continuing Teacher and Leader Education (CTLE)

Acceptable CTLE must be taken from a sponsor approved by the NYS Education 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 as described in section 80-6.3 of Commissioner's Regulations.

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 shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Measurement of Contin Imance.

Department which may prevent compliance. The Department will not pre-approve adjustments prior to the conclusion of a five-year Registration period.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations 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 teaching strategies and integrating language and content instruction for English language learners.

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 teaching strategies, and integrating language and content instruction for English language learners.

Level III Teaching Assistant 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 English language learners.

Continuing Teacher and Leader Education (CTLE) Bookkeeping Requirements

CTLE certificate holders shall maintain a record of THEIR OWN completed CTLE, which shall include:

- * Title of the program,
- * Total number of hours completed,
- * Number of hours completed in language acquisition addressing the need of English language learners,
- * Sponsor's name and any identifying number,
- * Attendance verification,
- * Location of the program
- * Certificate of completion to include dates program was held

MAINTAINING UP TO DATE CONTACT INFORMATION IN TEACH:

Any change of name or address for a certificate holder must be updated by the holder in the TEACH system within thirty days of such change. A certificate holder who fails to inform the NYS Education Department of his or her name or address change may be subject to moral character review.

PROVIDERS:

Continuing Teacher and Leader Education (CTLE) Providers for the East Islip Union Free School District

Source <http://www.highered.nysed.gov/tcert/pdf/memo06012016.pdf>

The NYS Education Department must approve all CTLE sponsors. In order to become an approved sponsor, NYS school districts and BOCES will be required to submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 60 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the district or BOCES as well.

The East Islip Union Free School District is seeking approval from NYS Education Department for the providers listed below, in order for the East Islip Union Free School District to grant CTLE hours to participants. Granting of hours is contingent upon approval from NYSED.

PROVIDERS FOR THE EAST ISLIP UNION FREE SCHOOL DISTRICT :

Accessible Learning Technology Alternatives

ATSS/UFT

Bureau of Educational Research (BER)

Connetquot Teacher Center

Distinctive Educators

East Islip School District

Eastern Suffolk BOCES

EdCampLI

Edith Winthrop Teacher Center

Foreign Language Association of Chairpersons and Supervisors (FLACS)

Golandsky Institute at FSirpepi(G)2 U-1 (kbCID 1nfyT/i(G)2 U-1 (kbCID 1nfyL)1TE)2 (, dbCID 18Er

Long Island Language Teachers
Long Island Physics Teachers' Association
Metro Therapy
Mid East Suffolk Teacher Center (MESTRACT)
Molloy College
Nassau BOCES
Nassau County Government
New York State Bar Association (PATCH)
New York State Council for Social Studies
New York State School Music Association (NYSSMA)
New York State Association for Health, Physical Education (NYS AHPERD)
New York State United Teachers (NYSUT)
NYS United Teachers Education and Learning Trust
New York State Council of Administrators of Music Education (NYSCAME)
New York State Response to Intervention (NYSRTI)
Reading Specialists Council of Suffolk (RSCS)
Sachem Professional Development Center
School Administrators' Association New York State (SAANYS)
Suffolk County Art Leaders Association (SCALA)
SCOPE
Society for Ethics in Education
St. Joseph's College
Staff Development Center of the Islips
Suffolk County Government
Suffolk County Music Educators
Suffolk County Title III ELL Consortium
Teacher's College Columbia University
Tools for Students (Dr. Edward M. Petrosky)
Western Suffolk BOCES
Western Suffolk Counselors' Association

RESOURCES

The East Islip Union Free School District continues to provide funding sources and human resources for professional development. We will be actively reaching out to the business and educational communities for the purpose of providing training, support, resources, and educational opportunities. Examples within the local community include organizations such as BOCES, MESTRACT, SCOPE, and local institutions of higher learning.

DISTRICT RESOURCES FOR PLANNING

- East Islip Excellence in Learning
- Secondary Schools Curriculum Council
- Elementary Schools Curriculum Council
- Technology Committee
- Academic Intervention Services Committee
- Annual Professional Performance Review Committee
- Long Range Planning Committee
- My Learning Plan

SUMMARY

In summary, the East Islip School District Professional Development Plan provides the framework necessary to coordinate the various professional development opportunities staff members have participated in for years. It connects professional development efforts with District goals and initiatives and standards, SED mandates, and the needs of individual buildings, grade levels, and disciplines.

It is guided by data on student achievement from a multiplicity of sources, and it is driven by a commitment to improve student achievement. At the same time, it encourages flexibility to ensure efficient use of staff time and resources.

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