

**GREAT NECK
PUBLIC SCHOOLS**



**PROFESSIONAL
DEVELOPMENT PLAN
2023-2024**

**Great Neck Public Schools
Professional Development Plan**

District Name: Great Neck Public Schools
BEDS Code: 2804-0703-0000
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Composition of Professional Development Planning Committee

Gina Cartolano: South Middle School, Principal
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Ronald Gimondo: John F. Kennedy Elementary School, Principal/Parent
Daniel Isaac: South Middle School, Social Studies Teacher
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Norine Nagle: North Middle School, Social Studies Teacher
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Introduction

On September 17, 1999, the NYS Board of Regents approved an amendment to §100.2 (dd) of the Commissioner's Regulations requiring districts to convene a committee to produce a Professional Development Plan (PDP) for adoption by the Board of Education. The purpose of the plan was "to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students."

The Great Neck Public Schools (GNPS) PDP, developed by the Professional Development Team (PDT), was adopted by the Board of Education on May 22, 2000. The Board of Regents subsequently adopted new regulations (Part 80) regarding the certification of new teachers. Since February 2, 2004, new teachers have been issued an "Initial Certificate," and are required to have a mentored experience in their first year of teaching. Consequently, the Regents further amended 100.2 (dd) of the Commissioner's Regulations relating to professional development plans. The new amendment required districts to reconvene their professional development teams in order to revise the plan to include a mentoring program component for first year teachers who hold Initial Certificates.

On March 1, 2004, pursuant to the amendment, the Great Neck Public Schools Board of Education appointed a PDT, which met and revised the PDP to comply with the new regulation. The plan is reviewed on an annual basis and was submitted to the Board of Education for approval on June 7, 2004, January 22, 2007, October 15, 2008, July 1, 2014, June 15, 2015, July 6, 2016, December 12, 2016, February 14, 2017, June 19, 2017, July 5, 2018, July 1, 2019, July 1, 2021, July 6, 2022, and July 6, 2023.

Needs Assessment

A number of instruments are used to create and support the PDP, including, but not limited to, an analysis of the results of a professional development survey, student achievement results, school report card data, etc. This analysis leads to the identification of professional development priorities for staff. The overall goal of the PDP is the enhancement of instructional delivery and student achievement.

The following needs assessment sources are used to identify the professional development needs of the Great Neck Public Schools:

- School Report Card
- BEDS data
- Graduation rates
- State benchmarks for student performance
- Professional development needs assessments
- Staff and curriculum surveys
- Superintendent's Conference Day feedback
- Inservice/workshop evaluation/feedback
- Great Neck School District Annual and Long-Range Goals
- New York State Professional Development Standards
- Building goals as determined by principal and faculty
- Individual Teacher Goals
- Teacher Center Annual Needs Assessment Survey
- Staff Development sub-committee survey of professional development needs
- Ad Hoc Committees

The professional development opportunities offered to the staff throughout the school year focus on the areas that are identified as a priority by the staff. Typically, teachers in the Great Neck Public Schools are involved in 20 or more hours of professional development activities on an annual basis. For example, teachers participate in before/after school inservice programs, workshops/conferences, and school-based professional learning communities. These opportunities provide essential learning in curriculum, instruction, assessment, and technology.

Goals

1. Improving State Assessment Results

As a district, we analyze State assessment results and plan for differentiated professional development accordingly. Student performance will be enhanced as instructional best practices continue to be incorporated into daily instruction.

2. Integrating Technology into the Curriculum

Technology training for staff is intended to enhance and support instruction and learning through the use of technology. Courses are offered through the GNPS Inservice Institute and Teacher Center before and after-school, during the school day and on weekends, and during the summer when school is not in session. Courses are geared toward improving general computer literacy as well as enhancing teaching strategies to maximize student learning. Staff members with specific technological and pedagogical expertise, including computer teachers, library/media specialists and classroom teachers, are compensated to instruct the courses. Participants are offered inservice credits which lead to salary increments as an incentive for their participation.

Technology staff developers assigned to each school provide ongoing training and support throughout the school day and push into classrooms for curriculum support. Training sessions include individual appointments, small group sessions, modeling lessons, and co-teaching with colleagues. Formal and informal training sessions are also provided during the school day on an individual basis and at grade-level, team, department, faculty, and committee meetings by the technology staff developers. Technology training is differentiated for varying levels of expertise and becomes an ongoing process to keep up with the changing nature of technology and the advent of new applications.

Superintendent's Conference Days, faculty meetings, grade level meetings, department meetings, and Professional Learning Community meetings are frequently used for technology staff development throughout the school year. This setting is a common forum for demonstrating software, apps, or Web-based resources, and sharing curriculum integration strategies. Staff members also take advantage of outside workshops and courses sponsored by Great Neck Adult Education, Nassau BOCES, SCOPE, and local colleges and universities. They are encouraged to visit other schools within and beyond our district, and attend local, state and national technology conferences and register for virtual staff development opportunities such as online courses from various professional development organizations.

Our current technology professional development focus is our 1:1 iPad Program, which currently spans Prekindergarten-Grade 12 and has become our signature curriculum and professional development initiative. Our technology staff developers and our inservice course offerings provide a wide variety of training to staff in support of this program, as well as strategies for integrating Google Apps for Education, Notability, Actively Learn, Nearpod and many other online databases and Web-based resources into the classroom. The district is continuing to transition our classrooms from SMART Boards to SMART Interactive Flat Panel Displays. Our professional development plan calls for new training to prepare staff for this transition and the new functionality of the displays.

3. Assisting Students with Special Needs

Support and guidance is provided to staff in devising methods of assisting students with special needs in their least restrictive environments. These students include English Language Learners (ELLs) as well as children with disabilities. Professional development is provided to staff to support the successful inclusion of children with special needs into the general education classroom.

4. Adapting Strategies and Methods to the Next Generation Learning Standards

The District recognizes the importance of identifying, planning, and implementing comprehensive professional development to assure that elementary and secondary school students have the benefit of instruction aligned with State initiatives, standards, and assessments.

5. Enrichment and Renewal

Recognizing that staff represent a diverse community of learners, the District will continue to encourage sustained professional growth by addressing the needs of staff members at different stages in their careers, and by providing opportunities for reflection, inquiry, and growth.

6. Orientation of Staff New to the District

As new staff members join the District each year, orientation is provided in a variety of ways. Inservice programs during the late summer and early fall include topics ranging from the culture, philosophy, and history of the schools to daily routines and procedures. For teachers entering the profession, the District also provides a one-to-one mentoring program as outlined below.

Mentoring Program

Pursuant to amended §100.2 (dd) of the Commissioner's Regulations, the District will provide a program of mentoring for teachers holding Initial Certificates in their first year of teaching. The purposes of mentoring are to offer support, ease transition from preparation to practice, and increase the skills of new teachers in order to improve student achievement in accordance with New York State Standards.

1. Mentor Selection

- a. To be eligible for appointment as mentors, applicants must be tenured and have completed the District's required mentor training workshop and refresher courses.
- b. Each principal and Building Representative Committee (BRC) will be provided with a list of trained, eligible mentors in their building.
- c. Mentors will be selected by the building principal and the BRC (and department head, if applicable), and must have demonstrated mastery of teaching skills, content knowledge, and interpersonal relations.
- d. Preference in selection will be given to those who teach at the same grade level or who teach the same subject, as appropriate.
- e. If more than one qualified mentor is eligible for a particular assignment, the principal and the BRC shall make a joint decision, based on consensus.

2. Role of the Mentor

- a. The mentor's role is one of guidance and support.
- b. The mentoring relationship "should be characterized as professional, flexible, trustful, mutually educational, and entailing sustained, frequent contact" (NYSED, Office of Teaching).
- c. In order to create a trusting, collegial relationship, the mentor will maintain confidentiality with regard to information obtained through interaction with the new teacher.
- d. The regulation specifies the following exceptions to the confidentiality rule:
 - i. when withholding the information may pose a danger to the health or safety of students or staff;
 - ii. when the information emerges that the new teacher has been convicted of a crime; or
 - iii. when the information raises a reasonable question regarding the new teacher's moral character.
- e. Mentors will neither evaluate new teachers nor will they advise their supervisors in any way with regard to evaluation or employment decisions.

3. Mentor Training and Preparation

- a. All teachers who wish to be considered as potential mentors must complete an eight-hour workshop offered by the Great Neck Teacher Center. The workshop includes training in, but not 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, etc. Inservice credit will be awarded according to the collective bargaining agreement.
- b. Mentors will also bring to the task the skills they have acquired through prior inservice, the Great Neck Teacher Center, NYSUT, university, and other relevant staff development experiences.
- c. Assigned mentors for a given year are required to attend a 30-minute orientation, with an additional 90-minute refresher regarding State and local practices available.

4. Mentoring Activities (may include but shall not be limited to):

- a. Modeling instruction for the new teacher
- b. Observing instruction and giving feedback
- c. Collaborative lesson planning
- d. Peer coaching/team coaching
- e. Orienting the new teacher to the school culture
- f. Preparing for parent conferences and Open House/Open School Night
- g. Reviewing grading practices and procedures
- h. Assisting with development of teaching strategies
- i. Assisting with development of classroom management strategies
- j. Reviewing State and District curriculum mandates
- k. Familiarizing the new teacher with building and District procedures
- l. Responding to the emerging needs and concerns of the new teacher

5. Time Allocation and Compensation

- a. In order to provide the new teacher with adequate opportunities to derive the benefits of a sustained, ongoing mentored experience, at least 30 hours between the District's new teacher orientation and the end of the school year will be devoted to mentoring activities, both within and outside of the regular school day.
- b. Activities that occur during the regularly scheduled school day will take place during the mentor's lunch or preparation period(s). When a mentor is given release time to observe a mentee, those hours may be logged but not claimed for remuneration.
- c. On a limited basis, mentoring activities may occur on non-school days with the prior approval of a building or District administrator.
- d. In recognition of the flexibility afforded to mentors in scheduling the time spent on mentoring, it is understood that no activities will duplicate or interfere with their teaching assignments or other professional obligations.
- e. The mentor will receive a stipend based on the collective bargaining agreement that is in effect during the school year in which the mentoring takes place.

6. Record Keeping

- a. The mentor will keep a log recording all mentoring activities. A log can be found on the Frontline Education Professional Growth section.
- b. The log will include:
 - i. The name and teaching certificate number of the mentor
 - ii. The name and teaching certificate number of the new teacher
 - iii. A description of each mentoring activity
 - iv. The date and time of each mentoring activity
- c. At the conclusion of the mentoring experience, both the mentor and the new teacher shall certify, by signing the log, that it is complete and accurate.
- d. The mentoring log shall be placed in the District file of the new teacher for at least seven years from the date of completion of the mentoring, and shall be available for review by the New York State Education Department.

Provision of Staff Development Opportunities

Professional Development Opportunities:

The Professional Development Plan Committee recognizes that professional growth occurs in many forms. The list below provides some examples of professional development activities in which staff and other educators participate. See Appendix B for a list of internal and external providers.

- Workshops conducted by members of the faculty
- Workshops and training conducted by consultants hired by the District
- Teaching and attending workshops and courses provided by the Teacher Center
- Workshops, conferences and conventions conducted outside the District
- Turnkey training provided by staff and administrators
- University courses
- NYSUT effective teaching courses
- Nassau, Eastern/Western Suffolk, and/or Putnam-Westchester BOCES programs
- Superintendent's Conference Day seminars and presentations
- Presenting at workshops and conferences
- Providing instruction for Professional Development activities
- Early Intervention Process instruction
- Investigating new curricula and curriculum writing
- Designing new units, activities, and assessments
- Differentiation of instruction and instructional strategies
- Collaborative planning and/or Collegial circles
- Peer coaching
- Mentoring new teachers and/or supervising student teachers
- Video recording classes
- Articulation meetings
- Grade level(s), department and inter-department meetings
- Evaluating educational materials
- Classroom and/or school visitations
- Coaching by a consultant
- Interdisciplinary planning
- Study of student exemplars
- State exam training and correcting, i.e. ELA/Math, new Regents exams
- Item writing for State examinations
- Developing needs assessments
- District and school committees that address issues in teaching and learning
- Training for special needs students
- CSE Process instruction and/or CSE attendance
- Professional reading
- Development of professional portfolios
- Pre and post observation conferences
- New Teacher Orientation Program activities
- Webinars
- Serving on all state or national committees and boards dealing with issues relevant to professional development
- National Board of Professional Teaching Standards (NBPTS) certification process

Activities

The Statement of Educational Philosophy, published by the Board of Education, asserts that our schools will provide “teaching that inspires, challenges, informs and constantly searches for methods of improvement.” Professional development is, therefore, a major priority of the District and, as such, involves input and planning by a number of groups. Among these are: the Inservice Institute, the Great Neck Teacher Center, the Summer Scholarship Committee, the BCGs (Building Curriculum Groups) and BRCs (Building Representation Committees), the Shared Decision-Making Committees, and various representative committees and task forces that are established by the Board of Education to address particular issues.

The District supports a variety of programs to provide staff with opportunities for professional development. These range from school-based activities, where instruction is provided by District staff as well as by widely recognized out-of-district experts, to staff member attendance at local, state, and national conferences. It is incumbent upon the professional seeking the required 100 hours to ensure that the professional development they participate in is delivered by a SED approved sponsor.

School-based

Many activities within the schools offer learning opportunities for staff, both in regular ongoing programs and through specially scheduled courses and workshops. The former includes faculty meetings, department or grade level meetings, mentoring, peer review, case conferences, BCG, BRC, peer coaching, TAC (Teacher Assistance Committee), “buddy teacher” program, observations, professional learning communities, and annual professional performance reviews. Among the latter are on-site training by subject specialists and technology staff developers in the school, individual computer tutorials, visits by outside consultants, and intra-building courses initiated and taught by school faculty.

Faculty Meetings: Building principals conduct monthly faculty meetings with their respective staff. At these meetings, staff engage in professional learning on local, regional, state, and national issues. Some examples of professional learning during faculty meetings include trainings focused on the Dignity for All Students Act (DASA), integrating technology, implementing literacy and mathematics initiatives, studying the New York State Next Generation Learning Standards (NYSNGLS), and analyzing data from various assessment measures.

Department Meetings: Departmental meetings provide a venue through which instructional groups are able to meet, exchange ideas, modify and develop successful teaching methods, as well as to provide support to one another. Teachers work together to remain apprised of developments in the profession, including implementation of the NYSNGLS.

Grade-Level/Team Meetings: Grade-level meetings provide staff with the opportunity to dialogue with their colleagues about topics and/or curriculum areas essential to teaching and learning. These meetings allow staff to discuss student progress as well as plan, develop, and review units of study that reflect the NYSNGLS, discuss results of local and State assessments, share best practices, and plan curriculum related events.

District-based

Inservice Institute: The Inservice Institute is a unique organization that provides a variety of learning opportunities for staff in the Great Neck Public Schools. Deriving its guidelines from the collective bargaining agreement between the Board of Education (BOE), and the Great Neck Teachers Association (GNTA), the membership of the Institute represents teachers, administrators, office staff, per diem teachers, and teaching assistants. This committee surveys staff, plans courses, hires instructors, and continuously evaluates the quality of instruction. The Institute offers a range of courses, tied closely to staff interest, District goals, and State initiatives, during three sessions per year: fall, spring and summer. Besides its district-wide offerings, the Institute encourages each school to arrange or request “intra-building” courses in which the enrollment is limited to the staff of the building initiating the course.

Great Neck Teacher Center: Funded entirely by New York State, the Great Neck Teacher Center arranges a variety of staff development opportunities including, but not limited to, courses, projects, and guest speakers. Governed by a policy board representing school district staff, nonpublic school faculty, institutions of higher education, and members of the business community, the Teacher Center works closely with the Inservice Institute in order to coordinate activities and pool resources. Additionally, the Teacher Center sponsors a cohort of faculty looking to obtain National Board Teacher Certification status.

In-District Special Education Consultants and Specialized Staff Training: A variety of professional development opportunities for special education and general education teachers is offered throughout the calendar year. Professional development is provided in areas such as special testing (e.g., Woodcock-Johnson), classroom management, adaptive physical education, Autism Spectrum Disorder, and other related disabilities. These services are available to all teaching and supplementary school personnel who work with students with disabilities. In addition, in recognition of the changing needs of students, the District also supports and has increased specialized training of professional staff with respect to ELLs, differentiated instruction, instructional enrichment, and advanced level course work.

Summer Scholarships: Since 1985, the BOE-GNTA collective bargaining agreement has provided funding for summer scholarships that are available for teachers to attend courses or programs that will contribute to their professional growth. Teachers may use summer scholarships to fund special courses and workshops offered by educational organizations (e.g., SCOPE) or agencies (e.g., BOCES), or to help defray the high cost of tuition for university graduate courses. A representative district-wide advisory committee carries out the screening of applications.

Superintendent's Conference Days: At least two days per year are reserved for in-district conferences and workshops. Conference days are usually based on themes that are timely and of immediate interest to staff, related to district goals, and aligned with State standards.

Community Education Program: The Community Education Program, founded in 1901, is the continuing education division of the Great Neck Public Schools, providing opportunities for lifelong learning year-round.

New Staff and Administrator Orientation: The District offers new staff and administrators an orientation program that provides an introduction to the Great Neck Public Schools community, their colleagues, and the policies, procedures, and practices of the District. In addition to the general orientation to the Great Neck Public Schools, each school provides its own offerings to acclimate new staff to professional expectations, a variety of instructional techniques, management strategies, and professional development opportunities.

Curriculum Projects: The District professional staff is invited to propose curriculum development projects each year. These projects focus on specific areas of curriculum development (for example, writing units of study that address the three forms of writing: narrative, informational, and argumentative) and are generally scheduled during the summer months. These proposals and projects must be approved by the appropriate assistant superintendent and support the evolving curriculum and district goals/initiatives while addressing the changing needs of students.

Turnkey Training: Staff members with training or expertise in a particular topic, may facilitate a workshop to train colleagues. One major benefit to this approach is that it allows a teacher attempting to apply new learning to have the turnkey trainer available onsite to offer assistance and support, as needed. For example, our district's Reading Recovery certified teachers have been a tremendous resource to their colleagues and have conducted onsite sessions to enhance teacher expertise in literacy intervention.

Columbia University Teachers College Reading and Writing Project (TCRWP): The Great Neck Public Schools maintains an annual affiliation with the Teachers College Reading and Writing Project. Each year, Prekindergarten through grade eight teachers participate in professional development from TCRWP staff developers, calendar day conferences and workshops, and Project-facilitated lead-teacher study groups.

Responsive Classroom: The *Responsive Classroom* approach to teaching and learning emphasizes academic, social, and emotional growth in a strong school community. In Great Neck, we provide our Prekindergarten – grade eight educators with practical training and resources from the Center for Responsive Schools, Inc., to help create safe and joyful classrooms and schools where children can thrive socially and academically.

Other Activities: Staff members participate in a variety of building and District committees, district-wide task forces, Committee on Special Education reviews, summer curriculum workshops, and many other study groups arranged to address educational issues and initiatives related to building and/or district goals. Staff members also participate in annual mandatory compliance training.

Regional

BOCES: The professional development opportunities provided by Nassau, Eastern Suffolk, and Western Suffolk BOCES include courses and workshops designed to address a wide range of skills and interests. Courses/workshops are offered throughout the year in curriculum and instruction, and in instructional technology, with an emphasis on implementing the NYSNGLS. Through cross-contract with other BOCES across the state, Great Neck teachers also participate in special training programs such as Reading Recovery.

OSE Educational Partnerships: The Office of Special Education Educational Partnerships is also available as a resource to staff. The organization sponsors workshops and conferences and maintains a library of resources available for instructional use.

NYSUT: Through its Education and Learning Trust (ELT) NYSUT demonstrates its strong support of ongoing professional development. Teachers who participate in ELT courses, available at sites throughout the state, can earn either inservice credits or graduate credits from participating universities.

Colleges/Universities: Cooperative ventures between the District and nearby colleges and universities are periodically undertaken such as administrative certification cohorts

Community Resources: Partnerships between the schools and various community organizations such as the Holocaust Memorial and Tolerance Center (HMTC) have afforded staff additional access to opportunities for professional growth. The Director of Education at the HMTC is responsible for overseeing and implementing programming on the Holocaust, Human Rights, Genocide, Racism and Bias. The Director has led many workshops for staff, parents, and students in Great Neck. The Gold Coast Arts Center is another example of a local, substantive community resource. Staff members utilize the Arts Center to increase their own as well as their students' knowledge base, and to make the arts an integral part of classroom instruction.

Conferences and Workshops: The District encourages and supports the participation of its staff in a wide number of professional conferences at the local, state, and national levels. These include, but are not limited to, conferences offered through the: International Literacy Association, Association for Supervision and Curriculum Development (ASCD), and the Long Island Association for Supervision and Curriculum Development (LIASCD). Staff are also supported in participating in conferences sponsored by the New York State Education Department (NYSED), Columbia University Teachers College Reading and Writing Project, Nassau BOCES, Eastern Suffolk BOCES, Western Suffolk BOCES, Putnam-Westchester BOCES, and local, regional, and national professional associations. Following attendance at conferences, there is the expectation that professional staff members evaluate the quality of the conference and share information with colleagues, as appropriate.

Measuring the Impact of Professional Development

The impact of professional development on student achievement is measured in a variety of ways, including evaluating the outcomes of NYS assessments. It is expected that student achievement will increase and that children will grow academically, socially, and emotionally as they progress through their Prekindergarten through grade 12 experience in the Great Neck Public Schools. The professional development planned in the District reflects the high-quality standards identified by the New York State Education Department (see below).

The impact of professional development on teachers' practices is measured as an integral aspect of each teacher's Annual Professional Performance Review. In collaboration with the building administrator(s) or department head(s), as appropriate, every teacher develops professional goals which are reviewed and updated each year.

The Ten Standards for High Quality Professional Development

- 1. Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.
- 2. Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- 3. Research-Based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- 4. Collaboration:** Professional development ensures that educators have the skill and opportunity to collaborate in a respectful and trusting environment.
- 5. Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- 6. Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- 7. Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- 8. Data-Driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

- 9. Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10. Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Training Required for Those Holding a Teaching Certificate

All employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service will have completed training courses in:

- Child Abuse Identification
- Dignity for All Students Act (DASA)
- School Violence Intervention and Prevention
- Autism (for special education certification)

Funding Sources

Providing high-quality staff development for staff requires a significant investment of both time and money. The funds allocated for professional development in the annual budget, combined with the amount reserved for staff development in all State and federal grants, clearly represent a major commitment on the part of the school district.

District

- Curriculum Development/Consultants
- Technology Staff Developers
- Conferences/Workshops
- Inservice Institute and other Staff Inservice
- Summer Scholarships
- BOCES Staff Development Programs
- Professional Books/Periodicals
- Great Neck Teacher Center

Federal/State Grants

- Title I
- Title IIA
- Title III
- Title IV
- IDEA
- American Rescue Program (ARP)

Continuing Teacher and Leader Education (CTLE) Requirements

Pursuant to §3006-A of §100.2 (dd) of the Commissioner's Regulations, holders of a professional certificate in classroom teaching/educational leadership and Level III teaching assistant certificate must complete 100 clock hours of acceptable CTLE every five years in order to maintain their certification. CTLE must be rigorous and offered by SED approved sponsors and must be aligned with the NYS Professional Development Standards.

Guiding Principle

The ultimate goal of these efforts is to increase the capacity of staff to enable and assist **all** students to higher academic achievement. Broadening and enhancing abilities and learning is the foundation upon which to plan the content of such professional development.

The CTLE hours must include targeted hours designed to address the needs of ELLs. Professionally certified ESOL teachers and holders of the bilingual extension must complete a minimum of 50% of their CTLE hours in areas that specifically address the needs of ELLs. All other certificate holders required to complete CTLE hours must complete a minimum of 15% of their hours in areas that address the needs of ELLs.

Records

Professionally certified staff and Level III teaching assistants must keep a record of all CTLE completed during the CTLE period. Required documentation elements include:

- Program/event title
- Sponsor's name and identifying number
- Date and location of CTLE event
- Total number of hours completed
- Attendance verification (usually via a certificate of completion)
- Area of the CTLE program/activity (i.e., content, ELL, or pedagogy)

Note: University courses are to be logged as 15 hours per credit.

Records should be kept current with activity completion and dates of attendance documented. Records must be kept for three years after each five-year cycle in which they were applied. Therefore, employees are strongly encouraged to maintain a separate folder of all certificates of completion which can be made available to the New York State Education Department if requested. District records maintained in Frontline Education Professional Growth are not available should a staff member leave the District.

The school district shall maintain records of completed CTLE activities for eight years (from date of activity) via the Frontline Education Professional Growth section. The information in those records for each CTLE activity will include: date and location of CTLE event; sponsor identification number; name of presenter/instructor; objectives and outline of the CTLE program/activity; number of contact hours completed; list of attendees including name, partial SS# and date of birth.

For a list of internal and external CTLE providers used by GNPS, see Appendix B.

Additionally, the school district shall provide attendees of CTLE activities with a certificate of completion. The certificate will include the following information:

- Sponsor's name and approved identification number
- Sponsor's contact email address and phone number
- Participant's name and date of birth
- Last four digits of the participant's social security number
- CTLE activity title with date and location
- Educational area of the CTLE activity (e.g., pedagogy, content, and language acquisition.)
- Number of CTLE hours
- Name and signature of the Authorized Certifying Officer

Evaluation

The PDT will reconvene each year to review and evaluate the District's PDP. The following evaluation plan is intended to fulfill two important functions: to assess the effectiveness of the CTLE activities, and to serve as a mechanism to adjust activities based upon that evaluation.

- Registration and consistency of attendance will be monitored as indicators of the value placed by staff on a given staff development activity.
- Individual evaluations will be completed by participants to help assess the quality of each activity or course.
- Course evaluations will also assist in the development of new activities and the refinement of continuing programs.
- The impact of programs on teacher effectiveness and student learning will be examined, when appropriate.
- Classroom observations will help assess the impact of new techniques, strategies and technologies on the instructional program.
- Teacher evaluations will include a review of participation in staff development as a reflection of teachers' efforts to explore new learning opportunities and to expand their knowledge base.
- The Mentoring Program will be assessed with regard to the professional success of mentored teachers and the overall impact on school climate. Based on feedback from any schools in which mentoring took place, the team will determine whether it is necessary to adjust any of the program components.

Following review by the PDT, the PDP shall be submitted to the Board of Education for approval each school year at a public meeting.

Reporting

Each year, the Superintendent of Schools shall certify to the Commissioner, in a form and on a timetable prescribed by the Commissioner, that the requirements to have a PDP for the succeeding school year have been met, and that the school district has complied with the PDP applicable to the current school year.

Appendix A

GNPS - Activities for the 100 Hours Continuing Teacher and Leader Education (CTLE) Requirement

The Great Neck Public Schools emphasizes the importance of continuing teacher and leader education. CTLE activities will be research-based, offered in the appropriate subject areas, and generally meet the following criteria:

- Align with the Board of Education and District goals;
- Have direct application in the classrooms;
- Are aligned with national and State standards and best practices;
- Expand content knowledge and skills necessary to provide rigorous and developmentally appropriate instructional strategies;
- Relate to individual professional goals;
- Reflect student needs, as determined by multiple sources of data;
- Relate to student learning needs and desired student progress and outcomes;
- Are focused and purposeful;
- Support and promote staff' technological learning/literacy and application to instruction;
- Are connected across and within disciplines and grades;
- Are differentiated opportunities for staff members at various stages of their careers;
- Meet the English language learner provisions; and
- Are designed for flexibility, to reflect changing conditions in the school community and developing proficiencies among students and staff.

CTLE Outcomes

CTLE activities will be designed to improve each teacher's and leader's pedagogical and/or leadership skills, and to ensure that faculty:

- (1) have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
- (2) have the knowledge and skill to meet the diverse needs of all students;
- (3) have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
- (4) have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
- (5) have the knowledge, skills, and opportunity to use data and other evidences of learning to determine professional development needs and priorities, and to help sustain continuous professional growth; and
- (6) have the knowledge, skills, and opportunity to evaluate and assess its effectiveness in improving professional practice and student learning.

Appendix B
GNPS – List of Internal/External Providers for
Continuing Teacher and Leader Education (CTLE)

Internal Providers

- Certified district administrators and faculty members
- Great Neck Inservice Institute
- Great Neck Teacher Center

External Providers

- American Red Cross
- Anti-Defamation League
- Apple Computers
- Association for Supervision and Curriculum Development (ASCD)/ Long Island Association for Supervision and Curriculum Development (LIASCD)
- Center for Responsive Schools
- Cognitive Connections (Sarah Ward)
- Dana Slackman Licensed Behavior Analyst PC Agency
- Dancing Classrooms
- Dr. Joyce Moy
- Focused Fitness
- Fountas & Pinnell Literacy
- Heinemann Professional Development Services
- Holocaust Memorial and Tolerance Center of Nassau County
- Houghton Mifflin Harcourt, Math in Focus
- Kids First Spectrum Services (Richard Jones)
- Long Island Center for Mindfulness (Cory Muscara)
- Nassau, Eastern Suffolk, Western Suffolk and Putnam-Westchester BOCES
- National Board for Professional Teaching Standards (NBPTS)
- New York State Association for Health, Physical Education, Recreation & Dance (NYS AHPERD)
- New York State Education Department (NYSED)
- New York State United Teachers (NYSUT)
- New York State Teacher Certification Examinations (NYSTCE)
- Northwell Health Systems
- Office of Special Education Educational Partnerships
- Pearson Assessments
- Project Adventure, Inc.
- QBS Incorporated (aka Safety Care)
- Reading and Writing Project Network, LLC
- Reading Recovery Council of North America
- SCOPE Education Services
- Teachers College Columbia University, The Reading and Writing Project
- Tequipment
- The MOTH
- The Safe Center of Long Island
- Tony Wagner
- Wilson Language Training