

# EAST ISLIP SCHOOL DISTRICT

1 Craig B. Garipey 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
- Encourage interdisciplinary teaching
- Expansive to the point that it can provide differentiated opportunities for staff members at various stages of their careers

Build district-wide knowledge of the Next Generation Learning Standards

Build district-wide knowledge and understanding of the New York State P-12 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.
- Provide all staff with the opportunity for continuous and sustained learning and development.
- Provide support for teachers needing improvement.
- Support staff (teachers and teaching assistants) in maintaining certification.

The East Islip School District Professional Development Plan will include the following:

- Target population
- Desired or expected outcomes
- Modes of delivery

The professional development themes were developed from past discussions with the Professional Development Committee and the DTSDE (Diagnostic Tool for School and District Effectiveness). Each member polled his/her constituency for professional development needs/interests:

- Engaging all Learners
  - Explicit Instruction
  - Vocabulary Development
  - Maximize Opportunities to Respond/Student Feedback
  - Data Driven/Differentiated Instruction
  - Classroom Positive Behavior- Culture of Care
- Content and Standards
  - Developing Students' Mathematics Expertise
  - Integration of F&P and the Writing Units K-5
  - Focus on NYS Science Assessments Gr. 5 and Gr. 8
- Social and Emotional Learning
  - DASA
  - Restorative Practices
  - Building a Culture of Care

**Priority #1 – Engaging all Types of Learners: Focus on Student Engagement**

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

Area	Target Population	Modes of Delivery	Desired/Expected Outcomes
<i>Explicit Instruction</i>	K-12 Teachers and Teaching Assistants	-Use of Superintendent’s Conference Days if applicable or other targeted days as opportunities for district-wide and/or school-based 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.
<i>Vocabulary Development</i>		-In-service courses offered throughout the fall, spring and summer semesters	Teachers will continue to utilize and deepen their understanding of strategies learned to develop vocabulary across all content areas. They will explicitly teach critical vocabulary before students are expected to use it in context. Teachers will teach students say, define and use critical vocabulary in discreet steps and explicitly teach common academic vocabulary across all content areas.
<i>Maximize Opportunities to Respond/Student Feedback</i>		-Grade-level, 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	Teachers will acquire additional teaching strategies to actively engage ALL students in learning; students are active when they are saying, writing, doing. Teachers will pace instruction allow for frequent student responses. Teachers will call on a wide variety of students throughout each lesson. Teachers will Give students the opportunity to use the feedback to continue their learning process.

<p style="text-align: center;"><b><i>Data Driven/Differentiated Instruction</i></b></p>			<p>Teachers will utilize data to identify needs and create small groups to target specific instruction. Teachers will frequently analyze current data and move students within groups depending on their changing needs. Teachers will differentiate instruction and present information at various levels of difficulty, based on students' individual needs.</p>
<p style="text-align: center;"><b><i>Culture of Care/Positive Classroom Behavior</i></b></p>			<p>Teachers will establish non-negotiables. In addition, Talking Circles will be implemented as per R. committee.</p>

**Priority #2 – Content and Standards**

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

Area	Target Population	Modes of Delivery	Desired/Expected Outcomes
<i>Developing Students’ Mathematics Expertise</i>	K-12 Teachers and Teaching Assistants	-Use of Superintendent’s Conference Days if applicable or other targeted days as opportunities for district-wide and/or school-based workshops	Teachers will continue to focus their time energy on learning how to develop these standards for mathematical practice in the classroom
<i>Implementation of F&amp;P Classrooms</i>		-In-service courses offered throughout the fall, spring and summer semesters	Teachers will continue to implement the d literacy plan to ensure that all students hav skills and knowledge necessary to succeed college, career, and life after graduation.
<i>Integration of F&amp;P and Writing Units K-5</i>		-Grade-level, departmental, and faculty meetings may be used as opportunities for presentations on:	???
<i>Focus on New Science Assessment and changes to Curriculum K-8</i>		-Sharing of effective strategies -Learning style inventories -Instructional delivery methods -Alternative assessment methods  -Staff participation at conferences and workshops	????



**Priority #3 – Social and Emotional Learning**

- DASA
- Restorative Practices
- Culture of Care
- Mission B

Area	Target Population	Modes of Delivery	Desired/Expected Outcome
<i>DASA</i>	K-12 Teachers and Teaching Assistants	-Use of Superintendent’s Conference Days if applicable or other targeted days as opportunities for district-wide and/or school-based workshops	Teachers will promote the development of virtues and values that translate into positive actions in the classroom, on the playground, at home, and in the wider community while providing students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying.
<i>Restorative Practices</i>		-In-service courses offered throughout the fall, spring and summer semesters	
<i>Mission B</i>		-Grade-level, departmental, and faculty meetings may be used as opportunities for presentations on:	
<i>Culture of Care</i>		-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 a one-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, established a Mentoring Plan in 2004. It is a comprehensive new teacher training, one which complements district training to include mentoring training, in accordance with the Commissioner's Regulations.

### School Violence Training

Each employee holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service shall complete at least one training course in school violence and prevention and intervention, which shall consist of at least two clock hours of training that includes 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 of the employee, the district will provide a certificate attesting to the completion of the two clock hours of training in school violence and prevention.

### 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 withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school, or unless such information indicated that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.

## **Elements of the Mentoring Program**

### **Selection Procedure**

In our search for exemplary teachers to serve as mentors for new teachers, we will advertise the criteria, program requirements, and the procedures for application and make it available to district staff and the public. A selection committee will be established for each school requiring mentors. The committee will consist of the:

- Principal of the school
- Mentor Coordinator
- Assistant Superintendent for Instruction
- Teacher selected by EITA

According to regulations, the teacher mentor should be certified, if at all possible, in the area of the new teacher. One mentor will be selected for each new teacher.

### **Role of the Mentor**

The mentor's role will be to assist in the acclimatization of the new teacher into the culture of the district. He or she will participate in training classes conducted by the coordinator. These training classes will parallel the training classes for new teachers and help provide opportunities to demonstrate the practice of the theories, those best practices that assure success for all students. The mentor will meet with his or her new teacher weekly, offer consultation on lesson preparation, classroom management, and general school policies and procedures. He or she will be available to coach the teacher as the need arises.

### **Preparation of the Mentors and Coordinator**

The mentors will train with the Coordinator and the Assistant Superintendent for ten hours. The training will include district goals and philosophy, and good mentoring practices for a total of ten training hours. Mentors who are actively serving must meet 10 hours a year with the coordinator for additional training. The coordinator and the assistant superintendent will create a mentor guideline that reflects the best practices, research, and goals of the district.

### **Mentoring and Coordinator Activities**

Mentors will meet at least one hour each week with the new teacher for planning and coaching activities. Their services will include modeling instruction, peer coaching, team teaching, and orientating the new teacher to the school and district culture. Mentors will keep a log itemizing meeting times, dates and topics covered.

The coordinator will participate in the selection committee, identify best practices with the assistant superintendent, provide one ten-hour training program per year and have regular contact with the mentors. The coordinator will maintain records on the names and teacher certificate numbers of new teachers and their mentors, the types of mentoring activities and the number of mentoring hours new teacher received.

### **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) in-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) in-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**

<b>Registration and CTLE Requirements</b>			
<b>Certificate Type</b>	<b>Employment Status</b>	<b>Registration Requirements</b>	<b>Continuing Teacher and Leader Education (CTLE) Requirements</b>
<b>Permanent Certificate Holders</b>			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Professional Certificate Holders</b>			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
<b>Teaching Assistant Certificate Holders</b>			
Level III Teaching Assistant	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
Level III Teaching Assistant	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Other Certificate Holders</b>			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE

**Individuals employed in NYS Charter, private schools, 853 schools, 4201 schools and 4410 schools are not required under the regulations to choose a registration status of registered or complete CTLE.**

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 Classroom Teacher other than English to Speakers of Other Languages	% of 100-Hour CTLE Requirement Devoted to Language Acquisition 15%	Can <b>Exemption*</b> from the Language Acquisition Requirement Apply? Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption does NOT apply to holders of Professional English to Speakers of Other Languages certificates.
Professional Bilingual Extension Annotation	50%	Exemption does NOT apply to holders of Professional Bilingual Extension Annotation certificates.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent School Leader	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Extension Annotation	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A

**\*Exemption:** A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. Please see: <http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html> for additional information

## 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 80-6 of the 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 by 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 Continuing Teacher and Leader Education (CTLE)**

CTLE credit shall only be granted for CTLE acceptable to the NYS Education Department and conducted by a sponsor approved by the Department.

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

### **Adjustments to the Continuing Teacher and Leader Education (CTLE) Requirement**

An adjustment to the CTLE requirement, in terms of clock hours and/or the time for completing CTLE, may be granted by the Commissioner, provided that the CTLE certificate holder documents good cause that prevents compliance, which shall include any of the following reasons: poor health certified by a health care provider, extended active duty in the Armed Forces, or other good cause acceptable to the

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 co-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 co-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

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

### **The District's Responsibility:**

The responsibility of districts or BOCES to report completed CTLE activities relates to their status as a sponsor. As an approved sponsor, the anticipated plan is that districts and BOCES must upload, through the online TEACH system, information related to CTLE programs and activities provided to certificate holders. This information shall include: participants, number of hours provided, and the type of CTLE programs or activities provided.

All approved sponsors will be required to provide those who attend CTLE activities with a certificate of completion for purposes of record-keeping, and as required by the statute. In addition, the Department is currently working with districts, BOCES, and My Learning Plan to potentially use My Learning Plan (which many districts and BOCES already use for professional development purposes) as a means of providing certificates of completion.

## **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 80-6 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the school 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 Princeton University  
Hofstra University  
Ideal Consulting  
Infinite Campus - Custom Computer Specialists  
Institute for Educational Development  
Knowledge Delivery Systems (KDSI)  
Lakretz Creative Support Services Inc.  
LIASCD  
LICADD  
Long Island Children's Museum (LICM)  
LI STEM HUB  
Long Island Language Arts Council (LILAC)

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 varied 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.

Most significantly, it sustains and extends the commitment of the district to serving as a community of learners that promotes continuous inquiry and embeds professional growth in daily school life.