PROFESSIONAL LEARNING & MENTOR PLAN

BOCES: Nassau BOCES

BEDS Code: 28-90-00-00-0000

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Year(s) plan is effective: 2024-2029

Table of Contents

NYSED Regulation Requirements

- By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and Board of Cooperative Educational Services (BOCES) shall adopt a Professional Learning Plan (PLP) that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the PLP shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional learning in order that they remain current with their profession and meet the learning needs of their students. The PLP shall also ensure that holders of level III teaching assistant certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the Professional Learning Plan of the BOCES.
- A school district or BOCES shall include as part of its Professional Learning Plan (PLP), a description of the Professional Learning Plan activities provided to all professional staff and supplementary school personnel who work with students with disabilities and English Language Learners (ELL) to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities and English Language Learners, respectively.
- For plans covering the time period February 2, 2004, and thereafter, there must be a provision for a mentoring program included.
- For Plans covering July 1, 2016, and thereafter, each school district shall describe in its plan how it will provide those teachers holding a professional certificate (transitional or initial professional certificates) with opportunities to maintain such certificate, based upon successfully completing 100 hours of professional development every five years.
- The PLP shall be developed through collaboration with a Professional Learning Committee.
- The Board of Education shall appoint the members of the Committee. The Committee shall include:
    - Superintendent or his/her designee
    - School administrators designated by their collective bargaining association.
    - Teachers designated by their association.
- The final determination on the content of the PLP shall be the decision of the Board of Education.
- Each year, the Superintendent shall certify to the Commissioner that the requirements of this regulation have been met and that the district has complied with the PLP applicable to the current school year.
- The Commissioner may request a copy of the PLP and recommend changes.

NYSED's Commissioner Regulations Influencing the 2024-2029 PLP
- Mentoring of new teachers
- Teaching certification
- Project SAVE
- Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements (2016)
- Regulations concerning Statement of Continued Eligibility (SOCE) for Teachers of Students with Disabilities Who Teach a Special Class in Grades 7-12 (2019)
- Annual Professional Performance Review (APPR) 3012-d amended.
- NYSED Professional Performance Review (APPR) §3012-c (as per CBA)
- Annual Professional Performance Review (APPR) §3012-d amended.
- Professional Development Plan changed to Professional Learning Plan (2018)

Professional Learning Plan Process

More can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels regardless of the level of heterogeneity in their classrooms (Wright, Horn, and Sanders, 1997).

The Board of Cooperative Educational Services of Nassau County (Nassau BOCES) includes two departments that provide direct instruction to students: Regional Schools and Instructional Programs (RSIP) and Special Education. Each department has numerous programs and services dedicated to meeting the needs of their unique student populations. Programs support students ranging in age from infant to twenty-one years old. Students' abilities and interests vary including students who are preparing for careers in the arts, health professions, technical trades, and human services, and/or students with severe cognitive, social, emotional and/or physical challenges. It is important to mention that no pupil is referred to a Nassau BOCES program singularly based on academic performance in their home district. Therefore, our Professional Learning Plan focuses on social/behavioral, academic, and anticipated needs of our students in preparation for post-secondary education. By providing staff training opportunities in curriculum, instruction and assessments aligned to the New York State Learning Standards, we hope to achieve these goals.

The Nassau BOCES Professional Learning Plan (PLP) is a multi-year plan to improve student achievement by providing appropriate high-quality professional development opportunities for all members of our staff. In preparation for the development of this Plan, members of the PLP Committee for each program assessed the accomplishments and needs of the current PLP. The Directors and PLP Committee worked collaboratively to develop strategies, action/tasks, and timelines.

- Meet during the fall to review the goals, objectives, strategies, activities/tasks, persons responsible, proposed timelines and evaluation process for each instructional program.
    - The PLP contains three common goals continued from the previous year and five common objectives crafted to suit evolving needs in professional development.
- PLP subcommittees, chaired by the Assistant Directors of Human Resources, Regional Schools Instructional Programs, and Special Education, meet a minimum of (2) times during the school year to monitor and evaluate the outcomes of each goal as well as determine if there is a need to update goals for the upcoming school year based upon new Federal, State and Agency mandates and/or initiatives.
- Meet during the spring, where the PLP subcommittees provides:
    - Updates on current goals
    - Identifies new goals for the upcoming school year, when applicable
- NYSED requires the District Superintendent's designee to annually ensure the following are presented on to the Board at the Organization Meeting held in July:
    - Submission of Committee members on the annual Reorganization Agenda
    - Board Agenda item for annual reapproval of the PLP
    - The Final PLP Report

Professional Learning Committee

According to Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education, the Professional Learning Plan shall be developed through collaboration with a professional [development] learning team. The team members shall be designated for appointment and the Board shall appoint the members of the team, a majority of which shall be teachers, and shall include:

- *District Superintendent* or *designee*
- *School administrators* upon designation by the administrators' collective bargaining organization
- *Teachers* upon designation by the teachers' collective bargaining organization
- At least one *parent* upon designation by the established parent group(s) or by the District Superintendent
- One or more *curriculum specialist(s)*, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district and/or the teachers' collective bargaining organization [or both.]; and
- In addition, the team shall include at least one *representative of a higher education institution*, provided that the Board of BOCES determines that a qualified candidate is available to serve after conducting a reasonable search. If a qualified candidate is not available, the plan should describe the efforts made to include a representative of a higher education institution.
- The team may include other individuals, such as representatives of professional development organizations or the community at large.

The level of involvement of individuals selected to be part of the professional learning team shall be determined by BOCES. Members of the professional learning team not employed by the school district or BOCES need not attend all meetings, so long as their involvement is sufficient to ensure ongoing collaboration among group members that will result in high quality professional learning opportunities for all educators. The PLP Committee works together to create a comprehensive, meaningful document that will steer the professional learning activities of the Nassau BOCES programs for the next five years as well as provides guidance to each school's Shared Decision-Making (SDM) team.

Composition of the Professional Learning Plan Team		
Names	**Position**	**Department/Program**
Ms. Susan McNulty	Assistant to the Superintendent	Curriculum, Instruction & Special Education
Ms. Judith Hynes	Associate Director	Regional Schools and Instructional Programs
Ms. Joanna Malament	Associate Director	Special Education
Dr. Kenneth Kroog	Assistant Director	Special Education
Mr. Samuel McAleese	Interim Assistant Director	Regional Schools and Instructional Programs
Ms. Patricia Iannacone	Supervisor II	Curriculum and Instruction
Mr. Milton Josephs	Program Coordinator	Human Resources
Dr. Shaundrika Langley-Grey	Assistant Director	Curriculum and Instruction
Mr. Easton Hazell	Principal	Special Education
Ms. Madelaine Hackett	Principal	Regional Schools and Instructional Programs
Ms. Jennifer Gielarowski	Principal	Special Education
Dr. Matthew Jurgens	Principal	Special Education
Ms. Monica Savino	Supervisor II Hearing Services	Special Education
Dr. Michelle Fattore	Teacher	Regional Schools and Instructional Programs
Mr. Christopher Demario	Teacher	Special Education
Ms. Diana Schneider	Guidance Counselor	Special Education
Mr. Jonathon Gaare	Teacher	Regional Schools and Instructional Programs
Ms. Laura Bange	Teacher	Special Education
Ms. Lori Dieguez	Teacher	Special Education
Ms. Lori Gross	Teacher	NABCOT President, Special Education
Ms. Kathryn Moleti	Curriculum Coordinator	Special Education
Ms. Michelle Taff	Teacher	Special Education
Ms. Joanna Moccia	Parent	Jerusalem Avenue School
Dr. Helen Panero	Institute of Higher Learning	Hunter College

Needs/Data Analysis

A successful school experience provides students with the tools and skills necessary to make the transition effectively to the next stage of life. For some of the students enrolled in our Special Education, or Regional Schools and Instructional Programs, this means going on to college or another educational experience. For others, it means entering the workplace. Outcomes for students enrolled in all Nassau BOCES programs encompass:

- Access to further education when appropriate
- Employment, useful work, and activity valued by the community.
- Personal autonomy, independence, and adult status
- Social interaction, community participation, leisure, and recreation
- Participation in family life

This broad set of outcomes aims to better prepare our students to become productive and independent adults. Therefore, the Nassau BOCES Professional Learning Plan (PLP) focuses on meeting the unique needs of our students. Implementation plans have common objectives and tasks, but it is necessary to vary activities/tasks and evaluation procedures to best address the needs of the student populations in each program.

It is believed that all staff will benefit from continued support in creating and maintaining a climate conducive to learning. Staff development activities implemented, and material resources purchased will reflect methods for teachers to use to improve student behavior, instruction, and student achievement.

The NYS Learning Standards continue to be a critical component in the analysis of student learning needs and are addressed through participation in the activities described in our PLP update. Professional staff learn how to apply New York State's academic expectations to specific grade-level requirements. Participation in professional development activities to identify and utilize student data to refine instruction over time and across grade levels will improve teaching and enhance student learning.

Multi-Year Approach to Improve Student Performance

The 2024-2029 PLP is continuous in nature and will be assessed to determine its effectiveness in improving student performance, appropriateness to Nassau BOCES goals, and application of research-based models, individual program goals and New York State mandates. The 2024-2029 PLP update is based on analysis of those assessments. The team acknowledges that the plan is dynamic and that there will be ongoing monitoring, review and modifications as needed.

Needs Assessment Sources Used

The Executive Directors and their administrative staff have used the tools below to determine the needs for their individual departments:

- BOCES Report Card
- RSIP Career & Technical Education Outcomes Report
- Graduation and drop-out rates
- NYS School Report Card
- Post-Secondary Education and Employment Plan
- Quarterly progress on student IEP goals
- Results of NYS Alternate Assessment for Students with Severe Disabilities
- State benchmarks for student performance
- Student attendance rates
- Student performance results
- Surveys/Questionnaires
- Teacher evaluations
- Teacher self-assessments

Professional Learning Standards

The New York State Professional Development Standards are designed to enhance staffs' professional practice and produce positive results for student learning outcomes. The Committee expects all agency and school administrators to create professional growth opportunities which align to these standards for all stakeholders:

- **Standard 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.
- **Standard 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.
- **Standard 3: Research-Based Professional Learning**
  Professional development is research-based and provides educators with opportunities to analyze apply and engage in research.
- **Standard 4: Collaboration**
  Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
- **Standard 5: Diverse Learning**
  Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
- **Standard 6: Student Learning Environments**
  Professional development ensures that educators can create a safe, secure, supportive, and equitable learning environment for all students.
- **Standard 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.
- **Standard 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.
- **Standard 9: Technology**
  Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- **Standard 10: Evaluation**
  Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Source: http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf

Continuing Teacher and Leader Education (CTLE) Requirements & Activities
The Board of Regents, has *updated as of June 24, 2021* a section of 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.

Educators who hold one or more of the following certificates are subject to the continuing teacher and leader education (CTLE) requirement:

- Professional certificate in the classroom teaching service
- Professional certificate in the educational leadership service (i.e., School Building Leader, School District Leader, and School District Business Leader)
- Teaching Assistant Level III certificate

Examples of educators who do not need to complete the CTLE requirement include, but are not limited to, educators who:

- Hold only Permanent certificate(s)
- Hold a Statement of Continued Eligibility (SOCE) and Permanent certificate, and does not also hold a Professional or TA Level III certificate; and
- Have "Registered - Inactive" status (e.g., not practicing in an applicable school).

The registration and CTLE requirements **do not** apply to educators who hold a certificate in the pupil personnel service (e.g., School Attendance Teacher, School Counselor, School Psychologist, School Social Worker) or hold a Teaching Assistant Level I or Level II certificate.

There is one CTLE requirement per educator (e.g., 100 clock hours), regardless of the number of certificates held that are subject to CTLE. Educators subject to CTLE and practice in an applicable school throughout their five-year registration period must complete 100 clock hours of acceptable CTLE.

Number of CTLE Clock Hours

The following table describes the number of clock hours of CTLE required for educators, depending on their situation.

Total number of CTLE clock hours for the registration period	No inactive periods during the registration period	Inactive during part of the registration period
Holds a Professional teacher or educational leader certificate or Teaching Assistant Level III certificate for the entire registration period	Complete 100 clock hours	Complete 20 clock hours for every year in which you were practicing in an applicable school
Originally held only Permanent certificate(s) and then obtains a subsequent Professional certificate during the registration period	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching Assistant Level III certificate	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching Assistant Level III certificate
Hold only Permanent certificate(s) for the entire registration period	Not subject to CTLE	Not subject to CTLE

The definitions of an "applicable school" and "practicing" are provided below:

- "Applicable schools" include New York State (NYS) school districts or BOCES. NYS nonpublic schools also became applicable schools on October 17, 2017. In addition, the New York City Department of Education and any of its components are considered a single applicable school.
- "Practicing" means employed 90 days or more during a school year by a single applicable school in New York State. A day of employment includes a day actually worked in whole or in part, or a day not actually worked but a day paid.

Calculating CTLE Clock Hours

Educators who are subject to CTLE and practice in an applicable school throughout their five-year registration period must complete 100 clock hours of acceptable CTLE.

Educators who are subject to CTLE and have inactive periods during their registration period would complete less than 100 clock hours. They would complete a minimum of 20 clock hours of CTLE for every year of the registration period they were practicing in an applicable school. The rate of 20 clock hours of CTLE per year will not be prorated for a period of less than one year. In addition, educators who hold only Permanent certificate(s) for part of the registration period, and then obtain a subsequent Professional certificate during the registration period, would complete a minimum of 20 clock hours of CTLE for every year that they were practicing in an applicable school while holding the Professional certificate.

Some examples of how to calculate the number of CTLE clock hours are provided below.

- A teacher holds a Professional certificate and practices for three years in an applicable school. Then, they practice for two years in a non-applicable school. Therefore, they need to complete 3 x 20 = 60 total CTLE clock hours during their five-year registration period.
- A teacher initially registered under their Permanent teacher certificate and practiced for three years under this certificate. They subsequently earned a Professional certificate and practiced in an applicable school, either as a teacher or principal, for two years. Therefore, they need to complete 2 x 20 = 40 total CTLE clock hours during their five-year registration period.

When Educators Can Complete CTLE Hours

Educators can complete CTLE clock hours any time during the registration period. CTLE clock hours completed prior to registration or during a prior registration period may not be carried over to the current registration period. Professional development or professional learning not designated as CTLE by an approved sponsor does not count towards the required CTLE clock hours.

Acceptable CTLE Activities

- Acceptable CTLE must be taken from a sponsor approved by the Department. Note, Nassau BOCES is an approved CTLE Sponsor.
- Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy and include any required study in language acquisition addressing the needs of English language learners, as described in section 80-6.3 of Commissioner's Regulations.
- Acceptable CTLE must be conducted through activities designed to improve 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.
- Speech and Language Disabilities professional certificate holders, please note: Courses taken from an approved American Speech-Language Hearing Association (ASHA) CE provider are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.
- To learn more about CTLE requirements, click in the following link: :http://www.highered.nysed.gov/tcert/resteachers/ctle.html#language

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.

For detailed information about the Language Acquisition Requirements, **go to Language Acquisition Requirement Table** (23KB).

Suggested Activities for Meeting the CTLE Language Acquisition Requirements

Best Practices
- Best practices for Bilingual Education (Dual Language and Transitional programs)
- Best practices for English as a New Language (ENL)
- Academic language and English Language Learners (ELLs)/Multilingual Learners (MLLs)
- Co-teaching strategies, structures and supports
- Effective literacy strategies for ELLs/MLLs
- Scaffolds that support ELLs/MLLs in mastering core content
- Home Language and literacy development
- Aligning instructional resources to meet the needs of ELLs/MLLs
- Lesson Planning using the Targets of Measurement (TOMs), Performance Level Descriptors (PLDs), and the Bilingual Common Core Progressions

Identification, Placement, Assessment
- Identification procedures for ELLs/MLLs
- Response to Intervention (RtI) for ELLs/MLLs
- Identification and placement procedures for ELLs/MLLs
- Assigning credits and reviewing international transcripts
- Appropriate assessment procedures/approaches to ELL/MLL assessment
- Language Learning vs. Disability

IEPs, Instruction, Students with Disabilities
- Integrating language and content instruction for ELLs/MLLs
- Meeting the needs of subpopulations of ELLs/MLLs (e.g., Students with Interrupted/Inconsistent Formal Education, ELLs/Students with Disabilities, Newcomers, Developing ELLs, Long Term ELLs, Former ELLs)
- Bridges training for Low Literacy SIFE
- Bilingual Common Core Progressions
- Best practices for working with ELLs/MLLs with an IEP
- Gifted and Talented ELLs/MLLs

Home, Family, Community, Culture and Social
- Home language and literacy development in Bilingual Education programs
- Strengthening home/school communication
- Cultural responsiveness or cultural competency training for teachers and administrators
- Best practices on how to support and sustain ELLs'/MLLs' social and emotional development needs, including creating a safe and supportive environment that is conducive to learning
- Supporting and strengthening family and community engagement
- Cultivating a multilingual school environment
- Using the home language to accelerate English Language Development

Suggested Activities for Meeting the CTLE Language Acquisition Requirements

Courses for the following providers/colleges have been approved by Human Resources and NABCOT for in-service or college credit. Registration must be done on Frontline (MLP) prior to coursework:

- Creative Teacher Institute
- Customizable Professional Development
- Nassau Tract Teacher Center
- Long Island Institute of Professional Studies (LIIPS)
- LISHA Long Island Speech-Language-Hearing Association
- PDI - Professional Development Institute
- TEI - Teacher Education Institute
- Nassau BOCES/ Eastern Suffolk BOCES/ Western Suffolk BOCES
- Hofstra University
- Adelphi University
- College of St. Rose
- St. John's University
- Madonna University
- Hunter College
- MidAmerica Nazarene University
- Pace University
- Fordham University
- St. Joseph's College

Nassau BOCES CTLE Acceptable Activities

In addition to professional learning provided internally to its teachers and administrators, Nassau BOCES provides professional development associated with services and programs such as, the Regional Information Center, instructional support services encompassing Curriculum, Instruction and Technology, Outdoor Education, Language Programs and Assessment Services, Arts in Education, and Human Resources.   These services and programs serve the Nassau BOCES 56 component districts, as well as charter schools, non-public schools, and private schools. Professional development activities are designed to improve teacher or leader's pedagogy and/or leadership skills and improve student, building, and district performance. Activities provided are aligned to professional learning standards and teaching standards and promote teaching and leadership professionalism. In addition to Nassau BOCES staff that provides professional development, other BOCES, RIC staff, RBERN, RSE-TASC, local Teacher Centers and teachers located within our component school districts, a list of professional organizations, vendors, and **consultants who may provide professional development activities for Nassau BOCES during the upcoming school year is attached.**

To view professional learning opportunities, go to the MyLearning Plan Professional Learning Catalog Link: **https://www.mylearningplan.com/webreg/catalog.asp?H=1&D=10056**

Workshops Required for NYSED Educator Certification

Individuals must complete the following three workshops for educator certification in New York State.

- Child Abuse Identification and Reporting
- Dignity for All Students Act (DASA)
- School Violence Prevention and Intervention
- Coursework or Training in the Needs of Children with Autism: this workshop must also be completed by individuals who pursue any of the following special education certificates: Deaf and Hard of Hearing, Blind and Visually Impaired, Students With Disabilities (SWD), and Speech and Language Disabilities.

NYSED Approved CTLE Sponsors

Acceptable CTLE must be taken from a <u>sponsor approved</u> by the Department. Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy and include any required study in language acquisition addressing the needs of English Language Learners 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
- Promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance

Speech and Language Disabilities professional certificate holders, please note: Courses taken from an approved American Speech-Language Hearing Association (ASHA) CE provider are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

ASHA Approved CE Providers:

http://www.asha.org/eweb/ashadynamicpage.aspx?site=ashacms&webcode=locateprovider ⤢

The link below lists all approved external CTLE sponsors. You can search the list using any search term or sort a column alphabetically by clicking on the column title.

- Link: http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html

In addition, the PLP includes in the appendix, the inclusion of a consultant or vendor, who are offering activities to employees or on behalf of Nassau BOCES. **Note, the PLP does NOT give the consultant or vendor "Approved CTLE Sponsor" status, instead it only covers them for the time period of the PLP.**

Nassau BOCES' CTLE Acceptable Activities & Clock Hours Opportunities

Nassau BOCES has developed a list of approved clock hours for Professional Development activities which can be used towards the 100 hours of Continuing Teacher and Leader Education (CTLE). The following requirements must be met for a professional learning opportunity to qualify for CTLE: presented by CTLE provider/instructor, specific learning objective, rigorous content, and assessment. As per the current NABCOT agreement, for every fifteen (15) hours of professional development that BOCES provides, the unit member shall receive one (1) in-service course credit.

Activity	Hours	Facilitator(s)	Requirements
Mentoring	(15-30) hrs. per semester	Human Resources	• Monitored by the Human Resource Dept. • Coordinated by building administrators
Supervision of Intern or Student Teachers	(15-30) hrs. per semester	Human Resources Special Ed Dept. RSIP Dept.	• Supervised & monitored by the following departments: Human Resources, Regional Schools Instructional Programs, and Special Education
College Coursework	(15) hrs. per semester	Principals/Teacher	
New Hires	1 hr. & 20 min.	Human Resources	Agency Policies – Child Abuse Reporting, Sexual Harassment, Computer Use, Ed Law 2II
Superintendent's Conference Day	(21) hrs.	Human Resources Special Ed Dept. RSIP Dept. School Safety Dept. Principals	Mandatory Training: • Universal Precautions (All staff (delivered by Nurse) • Multi-Hazard School Safety Training/ Project SAVE • Sexual Harassment (All staff – 25 min.) • Suicide Prevention (All staff- 25 min.) • Cultural Awareness (All staff – 13 min.) • COVID-19 - (All staff – 9 min.) • Agency Policies - Computer Use Policy (new hires – 13 minutes) • Language Acquisition Requirements (All teaching staff- 3 hrs.) • NYSED 2D: Student Data Privacy (All Staff)
Faculty Meetings	(5) hrs.	Principal Assistant Principal	
Grade Level/Team Meetings/Cluster Meetings/PLCs	(10) hrs.	Principal Assistant Principal	
CPI, SCIP-R Training	(2) hrs. (refresher)	Special Ed Dept.	All programs to include all staff
NYSAA Training	(5) hrs.	Special Ed Dept.	All teachers administering the NYSAA
State Assessment Training	(1) hr.	Special Ed Dept.	All staff proctoring/scoring the 3-8 or Regents assessment(s)
CTE Assessment Training	(1-2) hrs.	RSIP Dept.	All new CTE teachers
CTE Program Reapproval and/or New Program Approval	(10) hrs.	RSIP Dept.	• Curriculum review and improvement • Coaching to align between technical assessment and curriculum • Training from industry partners on relevant new technologies and topics
Curriculum Training-New Programs	(1-15) hrs.	Special Ed Dept. RSIP Dept.	

CTLE Record Keeping Requirements
CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English Language Learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be **retained for at least three years** from the end of the registration period in which the 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. **Note, NYSED informed Nassau BOCES that each teacher is responsible for keeping copies of all professional development certificates provided by CTLE approved vendors. NYSED can audit a teacher at any time and ask for proof of completion of the 100 hours.**

Nassau BOCES tracks the professional development hours through Frontline Professional Growth formerly known as My Learning Plan, which holds information for teachers/administrators to access if needed. Awareness meetings with principals and teachers are scheduled throughout the year to communicate policy and procedure for using Frontline Professional Growth formerly known as My Learning Plan (MLP). The Professional Developer Coordinator is establishing the best method in updating Frontline Professional Growth formerly known as My Learning Plan:
- Professional Learning Facilitators (i.e., Executive Directors, Principals, Assistant Principals, etc.) will use Frontline Professional Growth formerly known as My Learning Plan to set up activities which have been identified as acceptable Nassau BOCES activities.
- CTLE holders will use MLP to register for acceptable Nassau BOCES activities as well as other professional learning activities taken outside of Nassau BOCES. Note, only NYSED Approved Continuing Teacher and Leader Education (CTLE) Sponsors count towards the 100 CTLE hours requirements.

Record Keeping
The process by which Nassau BOCES tracks the professional development hours through Frontline Professional Growth formerly known as My Learning Plan continues to evolve. Awareness meetings with Principals and teachers are scheduled throughout the year to communicate policy and procedure for using Frontline Professional Growth formerly known as My Learning Plan. The Professional Developer Coordinator is establishing the best method in updating Frontline Professional Growth formerly known as My Learning Plan with Professional Certificate holders and coordinating ongoing staff development for staff in utilizing MLP successfully. **Note: teachers submit courses to Frontline Professional Growth formerly known as My Learning Plan for salary adjustment and to receive credit towards their 100 CTLE hours requirement.**

Section II: Goals

GOAL #1: Students will be prepared with the knowledge, skills and attitudes needed to interact productively in the classroom, the workplace, at home and in society.

> **Objective One:** Nassau BOCES will employ systems and approaches that provide enhanced structure and connect students more fully to their learning environment.

GOAL #2: Nassau BOCES professional staff will create a teaching and learning environment that enables students to master foundation skills and competencies necessary to meet or exceed the New York State Learning Standards so that they achieve success in post-commencement endeavors.

> **Objective One:** Nassau BOCES will provide students with the knowledge and preparation necessary for successful transition from our programs.

GOAL #3: Nassau BOCES professional staff will be knowledgeable about the impact of changes in regulations and policy governing education.

> **Objective One:** Nassau BOCES will provide administrators and staff with training on all pertinent legislation regarding education.

> **Objective Two:** Nassau BOCES' Human Resource Department will provide New York State mandated training or training required by the Agency. Teachers will acquire/maintain knowledge to accurately maintain their certifications. Teachers will acquire/maintain knowledge to accurately maintain their certifications.

> **Objective Three:** Nassau BOCES will provide teachers holding a Professional Certificate with opportunities for fifteen clock hours pursuant to the NABCOT collective bargaining agreement: Faculty meetings, Superintendent's Conference Days.

Regional Schools and Instructional Program's Goals 2024-2029

Goal #1: Students will be prepared with the knowledge, skills and attitudes needed to interact productively in the classroom, the workplace, at home and in society.

Objective #1: Nassau BOCES will employ systems and approaches that provide enhanced structure and connect students more fully to their learning environment.

Strategy	Actions/Tasks	Who is Responsible/ Involved	Time Frame When/How Long	Evaluation
Using Data to Info Practice	CTE Technical Assessment Data/APPR Assessment Data	RSIP Grade 9-12 Administrators, Teachers	2024-2029	NOCTI, Precision and ASE scores will be used to evaluate success and inform practice.
Curriculum/Assessments	School Tool: Develop custom reports to inform professional practice and interventions for students	RSIP Grade 9-12 Administrators, Counselors	2024-2029	Use of custom reports to meet needs will inform success/
Instruction	**Barry Tech, GC Tech and Long Island High for the Arts (RSIP) CTE Programs** • CTE Technical Assessment report analysis • CTE Perkins data analysis of other student achievement data: CTE endorsements, CDOS credentials, program completion, Work-Based Learning Hours • HS Graduation Data	Grade 10-12 Building Principals, Assistant Principals, Instructional Staff, Counselors	2024-2029	Yearly examination of passing rates for all programs as well as attainment of the Technical Endorsement by program will help inform success. The work-based learning hours and CDOS credentials earned will also help in evaluation of the programs.
	Curriculum aligned to post-secondary outcomes	RSIP Grade 11-12 Administrators, Teachers	2024-2029	Yearly updates to all articulation agreements with post-secondary institutions will keep curriculum aligned.
	Incorporate the use of technology as essential to in-	RSIP Grade 9-12 Administrators, Teachers	2024-2029	Yearly updates to technology as needed.

	person, remote and hybrid instruction.			
	Develop High School Equivalency (HSE) Curriculum	RSIP Adult and Secondary Alternative Education Administrators, Teachers	2024-2029	Continue to update and evaluate in conjunction with LI RAEN who oversees all GED curriculum and tests.
	Use Asynchronous and Synchronous Instruction: School Tool, TEAMS, Zoom, and other online resources	RSIP Grade 9-12 Administrators, Teachers, Counselors, Teacher Aides	2024-2029	As needed. Updates to platforms used as they are released.
	Focus instruction on Special populations: Students with Disabilities, ENL, Homeless, Military Families	RSIP Grade 9-12 Administrators, Teachers, Counselors, Teacher Aides	2024-2029	From our yearly data that is gathered for the Final Narrative for Perkins, we will evaluate areas of need.
	Career and Finance Management (CFM) Curriculum updated and designed to match the Six Modules as required by NYSED	RSIP Grade 10-12 CTE Administrators, Teachers	2024-2029	Evaluate yearly success rates for all CTE students who have completed their CTE program. The new CFM modules have been implemented beginning this year (2024) and will be evaluated in an ongoing basis.

Regional Schools and Instructional Program's Goals 2024-2029

Goal #2: Nassau BOCES professional staff will create a teaching and learning environment that enables students to master foundation skills and competencies necessary to meet or exceed the New York State Learning Standards so that they achieve success in post-commencement endeavors.

Objective #1: Nassau BOCES will provide students with the knowledge and preparation necessary for successful transition from our programs

Strategy	Actions/Tasks	Who is Responsible/ Involved	Evaluation

Using Data to Inform Practice	Analysis of CTE Technical Assessment Data/APPR Assessment Data CTE Technical Assessment Data/APPR Assessment Data	RSIP Grade 9-12 Administrators, Teachers	80% of all classroom teachers will use at least 2 data reports on technical assessments for analysis to inform practice and review assessment's alignment to content. 95% of all RSIP CTE students will meet or exceed minimum benchmarks TBD by each program in accordance with SED guidelines
	School Tool: development of custom reports to inform professional practice and interventions for students	RSIP Grade 9-12 Administrators, Counselors	At least 95% of RSIP Administrators and Counselors will use School Tool data reports on attendance, discipline, and grades to plan appropriate interventions
Curriculum/Assessments	**Barry Tech, GC Tech and Long Island High for the Arts (RSIP) CTE Programs** • CTE Technical Assessment report analysis • CTE Perkins data analysis of other student achievement data: CTE endorsements, CDOS credentials, program completion, Work-Based Learning Hours • HS Graduation Data	Grade 9-12 Building Principals, Assistant Principals, Instructional Staff, Counselors	95% of all RSIP CTE students will meet or exceed minimum mandated benchmarks TBD by each program in accordance with SED guidelines
	Curriculum aligned to post-secondary outcomes	RSIP Grade 11-12 Administrators, Teachers	Provide professional development to align curriculum, & assessment to future career standards
	The use of technology as essential to in-person, remote and hybrid instruction	RSIP Grade 9-12 Administrators, Teachers	Provide professional development to strengthen the use of instructional technology for remote, hybrid or in-person instruction
	High School Equivalency (HSE) Curriculum	RSIP Adult and Secondary Alternative Education Administrators, Teachers	Develop HSE curriculum in cooperation with NYSED (led by teachers with support of administrators). Use student success data to inform curriculum development

	Career and Finance Management (CFM) Curriculum aligned to industry	RSIP Grade 10-12 CTE Administrators, Teachers	CFM curriculum updated for at least 1000% of programs to align to each specific trade or industry standards & technical assessments
Instruction	Asynchronous and Synchronous Instruction: School Tool, TEAMS, Zoom, and other online resources	RSIP Grade 9-12 Administrators, Teachers, Counselors, Teacher Aides	All teachers able to use instructional technology in both Asynchronous and Synchronous lessons as appropriate to the CTE or HSE program
	Focus instruction on Special populations: Students with Disabilities, ENL, Homeless, Military Families	RSIP Grade 9-12 Administrators, Teachers, Counselors, Teacher Aides	All students of special populations meet or exceed minimum achievement levels

Special Education Program's Goals 2024-2029

Goal # 1: All staff in the department of special education will have access to role-specific professional learning or training throughout the school year.

Objective #1: The department's leadership will coordinate with building and district leaders to identify, design, and implement professional learning or training for all staff.

Strategies	Actions/Tasks	Who is Responsible/ Involved	Time Frame when/how long	Evaluation
Establish and maintain partnerships with organizations committed to providing high-quality professional development aligned with the Nassau BOCES initiatives.	Participate in regional partnership center meetings and trainings.	School building administrators, central office leadership	Throughout the school year, when scheduled	minutes and attendance from regional partnership meetings
	Post regional training opportunities in the district catalog and communicate opportunities through newsletters and meeting agendas.	central office leadership, CIT	Beginning of the school year	Communications with the regional partnership center Nassau BOCES district catalog and department newsletter of training
	Establish partnerships with vendors committed to providing technology resources and training for professional learning in schools.	School building administrators, central office leadership, CIT	Ongoing	Feedback from stakeholders and partner organizations Meeting agendas and minutes
Establish departmentwide committees to plan and implement high-quality professional learning for staff.	Designate building-level members for curriculum committees, counselors' meetings, assistant principal meetings, principal meetings, PPS committees, and related service supervisor meetings.	School building administrators, central office leadership	Beginning of the school year	Meeting agendas, attendance records, minutes (e.g. SEED liaison meetings) Schedule of meetings, committee membership rosters
	Building-level administrators complete annual goals for providing staff with professional learning aligned with department and agency initiatives.	School building administrators, central office leadership	Beginning of the school year, reviewed quarterly	Administrator goal-writing templates, quarterly meeting minutes
	Turnkey regional and NYSED training to committee members and school staff as they become available.	Committee chairpersons, committee members, central office leaders, CIT	Ongoing and when available	Exit tickets and feedback from committee meetings Training agendas, attendance records (e.g. MyLearningPlan)

Special Education Program's Goals 2024-2029

Goal # 2: Nassau BOCES will provide high-quality technology resources and training to support professional learning across all settings.

Objective #1: Nassau BOCES leadership will coordinate with vendors, stakeholders, and experts to deliver high-quality professional learning across all settings.

Strategies	Actions/Tasks	Who is Responsible/ Involved	Evaluation
Continually evaluate and implement technology resources to support professional learning experiences.	Train staff on the platforms for professional learning and training (e.g. TEAMS, Zoom etc.) Establish the procedures for both synchronous and asynchronous professional learning. Evaluate the effectiveness of technology, hardware, and software, including online learning platforms for professional learning.	School building administrators, central office leadership, committee chairpersons, supervisors	Feedback from surveys and analytics from technology platforms Meeting minutes, agendas, and attendance records Results from PDSA cycles and data collection, when applicable
Continually evaluate the delivery methods and outcomes of professional learning for certified staff.	Design and implement training for in-person, hybrid, and virtual professional learning as appropriate. Evaluate the effectiveness of current technology resources for professional learning. Support and update procedures for synchronous and asynchronous professional learning using the agency's platforms (e.g. TEAMS).	School building administrators, central office leadership, committee chairpersons	Surveys about the effectiveness of professional development and staff feedback on training sessions, formats, and technology platforms. Maintain records of professional learning feedback and outcomes. Maintain a virtual platform for professional learning training (e.g. SEED Academy).
Continually evaluate the delivery methods and outcomes of professional learning for classified staff.	Design and implement training for in-person, hybrid, and virtual professional learning as appropriate. Evaluate the effectiveness of current technology resources for professional learning. Support and update procedures for synchronous and asynchronous professional learning using the agency's platforms (e.g. TEAMS).	School building administrators, central office leadership, committee chairpersons	Surveys about the effectiveness of professional development and staff feedback on training sessions, formats, and technology platforms. Maintain records of professional learning feedback and outcomes. Maintain a virtual platform for professional learning training (e.g. SEED Academy).

Department of Human Resources' Goals 2024-2029

Goal # 1: Nassau BOCES professional staff will be knowledgeable about the impact of changes in regulations and policy governing education.
Objective #1: Nassau BOCES will continue to build ongoing training, resources, and communications for instructional program staff, teacher residents, and administrators on all pertinent legislation.

Strategies	Action Tasks	Who is Responsible/Involved	Evaluation
Train all administrators and staff in: (this list will be updated as needed to include NYSED updated mandates and regulations) ▪ Universal Precautions for all staff (delivered by Nurse) ▪ Multi-Hazard School Safety Training/ Project SAVE ▪ Sexual Harassment (All staff – 25 minutes) ▪ Cultural Awareness (All staff – 13 minutes) ▪ COVID-19 - (All staff – 9 minutes) ▪ Agency Policies - Computer Use Policy (new hires – 13 minutes) ▪ Agency Policies – Child Abuse Reporting (new hires – 28 minutes) ▪ Dignity for All Students Act (DASA) GCN ▪ NYSED 2-D Student Data Privacy ▪ Workplace Violence Training (Annually to all employees) Information as necessary shall be provided to affected employees whenever significant changes are made to the workplace violence prevention program.	**Right to Know:** Provide training and handouts for all administrators and staff members Information packets sent for all students and parents **Project SAVE:** **By April 2025, ensure all required personnel are in compliance with the NEW Mandated Reporter Training** Provide turn-key training for all administrators. Department of Labor Workplace Violence training and reporting compliance actions **Sexual Harassment:** Provide all programs with Sexual Harassment compliance videos for annual review Cultural Awareness – This is a brief video to create awareness about diverse cultures COVID-19 – This short video provides information on COVID-19 and the current pandemic Blood Borne Pathogens – employees with occupational exposure: e.g., Custodians - 20 Minutes) Provide relevant instructional staff with PERMA Safety Trainings and Resources **Nassau BOCES Policy:** Provide access to updated Board Policies	Supervisor and Safety Coordinator Program Administrators Supervisor HR is responsible for training all new hires	Feedback from the Safety Coordinator and instructional program GCN record keeping/data Sign in attendance used for record keeping

Informing instructional programs on new and/or updated legislation regarding education (i.e., Updated Mandated Reporter Training, Autism requirement, certification pathways)	Inform all instructional programs on new requirements during annual presentations, leadership cohorts or instructional administration meetings	Department of Human Resources and Regional Certification Office	Feedback from the Office of Certification and instructional programs

Department of Human Resources' Goals 2024-2029

Goal # 2: Nassau BOCES professional staff will be knowledgeable about the impact of changes in regulations and policy governing education.

Objective #2: Nassau BOCES will provide a common base of knowledge to instructional program staff, teacher residents and administrators holding a valid New York State Certificate.

Strategies	Actions/Tasks	Who is Responsible/ Involved	Evaluation
Develop professional development opportunities as needed on new and updated certification and professional development requirements.	Coordinate a variety of professional development opportunities for all professional staff on certification updates that will count toward the 100 CTLE professional development hours Develop online resources on the Nassau BOCES employee website (esp. certification updates, application process, 100 professional development hours guidelines	Human Resources Supervisor	All Professional Certificate holders complete their professional development requirement (data collected through Frontline Professional Growth formerly known as My Learning Plan and TEACH) Feedback from the teachers and instructional programs
Update pre-approved list of professional development courses/ workshops for teacher needs, subject area, agency goals	Department of Human Resources will work with teachers' union and executive administrators in developing approved professional development courses/workshops for teachers	HR Department Supervisors, CIT	Feedback from the instructional departments and teachers' union
Develop a list of acceptable clock hours for activities used towards the 100 professional development requirements.	Department of Human Resources will work with Professional Development Committee in developing a list of approved clock hours for the 100 professional development requirements Develop online resources on the Nassau BOCES employee website, including SEED Academy, and Frontline Professional Growth listing the approved hours for certification holders.	HR Department Supervisor, CIT	All Professional Certificate holder's complete professional development requirement (data collected through Frontline Professional Growth and TEACH) Feedback from teacher and instructional programs

Department of Human Resources' Goals 2024-2029

Goal # 3:   Nassau BOCES professional staff will be knowledgeable about the impact of changes in regulations and policy governing education.

Objective 3:   Nassau BOCES will provide a mentoring program for all 1ˢᵗ year teachers under the guidance of master teachers according to both State and agency requirements.

Strategies	Actions/Tasks	Who is Responsible/ Involved	Time Frame when/how long	Evaluation
Update BOCES mentored experience to include updated State regulations and BOCES contracts	Department of Human Resources will work collaboratively with APPR committee in updating the mentoring training program	Department of Human Resources, APPR Committee	2024-2029	Year-end survey for mentors and new teachers' participants in the mentoring program
	Department of Human Resources will work collaboratively with APPR committee in reviewing the Mentoring program	Department of Human Resources and APPR Committee	2024-2029	Feedback from the APPR committee Analysis of the teacher retention rate from year to year

Mentoring

Nassau BOCES Mentor Plan: [Nassau BOCES Mentor Plan](#)
- Nassau BOCES mentoring program is offered to all new administrators, teachers, occupational and physical therapists, teachers who are new to program and or building, and teachers who the Agency feels would benefit from the program.
- Teacher mentors are selected by the building principal to be part of the teacher's experience at Nassau BOCES. New Principals and Assistant Principals are assigned a mentor by the Executive Director of the department. The mentee will be paired with a mentor with a similar certification and experience in their field.
- The mentor meets with the teacher before, during and after the school day, to discuss issues pertaining to curriculum, instruction, assessment, class management, and acclimation to the facility as well as the organization. The assigned mentor teacher will have received tenure prior to being paired with a mentee unless there are not enough tenured teachers at the school building.
- Mentors discuss expectations of mentoring with the building administrator. All mentors, new and experienced, are provided with documentation explaining Nassau BOCES expectations, examples of mentoring needs, and how to document mentoring in Frontline Professional Growth. New mentors must receive initial mentor training provided by Human Resources at the beginning of the school year. All mentors must complete required forms in Frontline Professional Growth Types of mentoring activities include building procedures, grading, parent communication, classroom management, student issues. All activities should address individual building goals and needs. [Nassau BOCES Mentoring Program Presentation](#)
- Mentors can "meet" with mentees during the school day, when possible, before and after school, and through digital means such as text, email, and virtual meetings. A survey will be sent to mentor and mentee to assess effectiveness.
- Human Resources maintains all records for the participants and mentors involved in the program using the Frontline Professional Growth Mentor Log. These records include all the information required by the relevant statute.

Project SAVE

Regulations promulgated at the enactment of this law and those recently amended for the mentored experience require that each instructional employee complete at least one training session in school violence prevention and intervention lasting at least two hours, and containing content specified in the law. Employees of all the instructional departments in Nassau BOCES attended this session at the onset of the law. Each new employee since that time has been presented with the material at the annual Superintendent's Conference Days.

PLP Resources

This section identifies professional development funds, staff resources, external professional development providers and other human and fiscal resources that are available.

Fiscal resources:

    _X_   Department budgets

    _X_   Perkins Funding, if available

Staff resources:

    _X_   Curriculum developers

    _X_   Content specialists & Industry experts

    _X_   Exemplary teachers

    _X_   Coordinator of Professional Development

Providers:

    _X_   Institutions of higher education

    _X_   Teacher Resource and Computer Center

    _X_   Nassau BOCES (e.g., CIT Professional Learning Opportunities)

    X   Nassau BOCES instructional program departments

Community:

    _X_   Employment Community

    _X_   Community-based organizations

    _X_   Parents

    _X_   Student organizations

    _X_   Business associations & Industry Partners (e.g., LIA, LIN)

Comparison of Professional Learning Plans

2003-2004	2004-2009	2009-2014	2014-2019	2019-2024	2024-2029
Three goals, three objectives, with one extra objective specific to Special Education.	First goal remains the same. Second goal addresses teaching and learning, and third goal has been re-focused on teacher training. There are five new objectives dispersed within the three goals.	Goal three, objective one has been updated to include agency-wide professional development for teachers and administrators.	Goal three, objective one has been updated to include agency wide professional learning for teachers and administrators.	All goals have been updated to reflect agency-wide professional learning for teachers and administrators which considers the use of virtual activities as an option when in-person is not available.	All goals have been updated to reflect agency-wide professional learning for teachers and administrators which considers the use of virtual activities as an option when in-person is not available.
Plan priorities are focused and rigorous.	Plan priorities are focused, rigorous, and uniform while accommodating the individual needs of each department.	Plan priorities are focused, rigorous, and uniform while accommodating the individual needs of each department.	Plan priorities are focused, rigors and uniform while accommodating the individual needs of each department.	Plan priorities are focused, rigors and uniform while accommodating the individual needs of each department.	Plan priorities are focused, rigors and uniform while accommodating the individual needs of each department.
Priority goals and objectives were determined based on ongoing monitoring and assessment of 2002-2003 PLP implementation.	Priority goals and objectives were determined based on analysis of previous PLPs and new federal and State requirements.	Priority goals and objectives were determined based on analysis of previous PLPs, federal and State requirements, and data to inform practice.	Priority goals and objectives were determined based on analysis of previous PLPs' federal and State requirements, and data to inform practice.	Priority goals and objectives were determined based on analysis of previous PLPs' federal and State requirements, and data to inform practice.	Priority goals and objectives were determined based on analysis of previous PLPs' federal and State requirements, and data to inform practice.
PLP and principals' professional development goals and objectives are parallel.	PLP and principals' professional development goals and objectives are parallel.	PLP and principals' professional development goals and objectives are parallel.	PLP and principals' professional development goals and objectives are parallel.	PLP and principals' professional development goals and objectives are parallel.	PLP and principals' professional development goals and objectives are parallel.
Focus on NYS Learning Standards as they relate to each program; thus, the plan is more personalized.	Focus on NYS Learning Standards as they apply universally to each program, thus creating a more universal plan that includes opportunities for the specialized needs of each department.	Focus on NYS Learning Standards as they apply universally to each program, thus creating a more universal plan that includes opportunities for the specialized needs of each department.	Focus on NYS Learning Standards as they apply universally to each program, thus creating a more universal plan that includes opportunities for the specialized needs of each department.	Focus on NYS Learning Standards as they apply universally to each program, thus creating a more universal plan that includes opportunities for the specialized needs of each department.	Focus on NYS Learning Standards as they apply universally to each program, thus creating a more universal plan that includes opportunities for the specialized needs of each department.

PLP regulations require districts to provide opportunities for newly certified teachers to maintain their Professional Certificate, i.e., 175 hours of professional development every five years.	State regulations require districts to provide 175 hours, over five years, of professional development to teachers holding valid, Professional Certificates. Newly certified teachers must be involved with a mentoring program their first year.	State regulations require districts to provide 175 hours, over five years, of professional development to teachers holding valid, Professional Certificates. Newly certified teachers must be involved with a mentoring program their first year.	As of July 1, 2016, state regulations require districts to provide 100 hours of continuing teacher and leader education (CTLE), as required every five years holding valid, professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate. Newly certified teachers must be involved with a mentoring program their first year.	As of July 1, 2016, state regulations require districts to provide 100 hours of continuing teacher and leader education (CTLE), as required every five years holding valid, professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate. Newly certified teachers must be involved with a mentoring program their first year.	The Board of Regents has *updated as of June 24, 2021* a section of 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.
A system for tracking professional development activities of newly certified teachers will be established.	A system for tracking professional development activities of newly certified teachers is slowly evolving. The first *full* reporting period for the required 175 hours is 2009.	A system for tracking professional development activities of certified teachers has been established. Frontline Professional Growth formerly known as My Learning Plan will begin reporting to the state for the required 175 hours starting 2009.	A system for tracking professional development activities of certified teachers has been established. Frontline Professional Growth formerly known as My Learning Plan will begin reporting to the state for the required 100 hours starting 2016.	A system for tracking professional development activities of certified teachers has been established. Frontline Professional Growth formerly known as My Learning Plan will begin reporting to the state for the required 100 hours starting 2016.	A system for tracking professional development activities of certified teachers has been established. Frontline Professional Growth formerly known as My Learning Plan will begin reporting to the state for the required 100 hours starting 2016.

APPENDIX

NYSED Statement of Assurances

School District: *Nassau BOCES*   **BEDS Code:**   *28-90-00-00-0000*
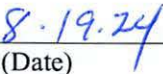
SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN

The Superintendent certifies that:

- Planning, implementation, and evaluation of the Professional Learning Plan (PLP) were conducted by a professional development team that included teachers, administrators and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
    - is aligned with state content and student performance standards,
    - is articulated within and across grade levels,
    - is continuous and sustained,
    - indicates how classroom instruction and teacher practice will be improved and assessed,
    - indicates how each teacher in the district will participate, and
    - reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

_____
Signature
(District Superintendent)

_____
8.19.24
(Date)

30

Nassau BOCES CTLE Sponsor List

PROFESSIONAL ORGANIZATION/CONSULTANT	SCOPE OF WORK OR CONTENT AREA	EMAIL ADDRESS
Adelphi UniversityAdelphi University	Diversity/Inclusivity	fburrell@adelphi.edu
Adelphi UniversityAdelphi University -HealthNets	PE Consortium	matatyaho@adelphi.edu
Alison Morgan	Technology Integration	amorgan@msd.k12.ny.us
Amanda Nickerson	School Safety	nickersa@buffalo.edu
Amy Benjamin	ELA	benjamin.amy@gmail.com
Andrea Honigsfeld	English Language Learners	ahonigsfeld@molloy.edu
Andy Greene	Leadership	andyproto@gmail.com
Anna Maria Montuori	ELA, Math, Social Studies, Instructional Strategies	a.montuori@Verizon.net
Annette Romano	Pedagogy, NBPTS	aromano12@gmail.com
Art League of Long Island	Superintendents Conference Day: innovative instructional techniques in many different art mediums including sculpture, digital, ceramics, metal, printmaking, etc.	cmiller@artleagueli.org , emetelus@artleagueli.org
Art Supervisors Association (ASA)	18-20 workshops for 40 Nassau District art teachers: arts integration, literacy, technique, innovative instruction, technology in the arts	bwiley@pobschools.org
Audra Beberman	Technology Integration	alb813@gmail.com
Balanced Mind Conference	Presented by Nassau NYSCAME; day of workshops in all arts disciplines for 50+ districts; instrument repair, arts integration, technique, innovative instruction, instructing	Joe@balancedmindconference.org

	special learners, technology in the arts	
Brian Dowd	Social Studies	bdowdlicss@gmail.com
Brian Pritchard	Mental Health	BPritchard@northwell.edu
Bright Morning Consulting	Book Clubs and Mentoring SEL MH	debbie@brightmorningteam.com
BriSci Cons. (Brian Walrapp)	Science	brisci45@yahoo.com, brisci45@gmail.com
Calm	SEL MH	dan.gronski@calm.com
Center for Educational Innovations - Paolo Alberghini	Civics, Cultural Equity	palberghini@the-cei.org
Central Nassau Guidance & Counseling	MH SEL Psychiatrists	skaplan@CentralNassau.org
Christine Merle MK Consulting	SEL	christinemerle@mkconsultingandtraining.com
Constance Foland	K-3 Reading	cmfl31@aol.com, cmf131@aol.com
Consulting that Makes a Difference (Ripple, Diane)	Co-Teaching	cmdi@optonline.net, diane.ripple@cmdi.us
Counseling Services of LI	MH and SEL	counselingservicesofli@gmail.com
Cradle of Aviation Museum	Through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts object-based learning, creative thinking, ideas for incorporating the arts in Common Core curriculum.	education@cradleofaviation.org
Dan Guerra	Psychologist	dan@dan-guerra.com
Dana Weisselman	Technology Integration	dwisselman@gmail.com
Danielle Mammolito	Technology Integration	Dmammolito@msd.k12.ny.us

Danielle Smith	Mindfulness	dsmith@jerichoschools.org
David Hymowitz	Mental Health	david.hymowitz@stonybrook.edu
Deb Caputo	Mental Health - Suicide Safety	debramcaputo@gmail.com
Deborah DeBetta	Mindfulness Practices	debetta13@yahoo.com
DFZ Consulting (Dave Zawatson)	PE Consortium	DZAWATSON@GREATNECK.K12.NY.US
Diana Kolhoff	Math	mathameton@gmail.com
Diane MacDonald	SEL	diane@awomanalive.com
DiMarco Associates	Technology Integration	john@dimarcodesigns.com
Distinctive Educators Institute (Sarah Cordova)	Literacy	scordova@literacy-matters.net
Dorothy (Dotty) Ahl	Mental Health	dahl@optonline.net
Dr. Stephen Dewey	Neuroscience- Psychiatry - Substance Abuse	imagingdoctor.dewey@gmail.com
Edward Murray	Technology Integration	murraye@baldwinschools.org
Ellen Richer	2E Learning	ericher@liwholechild.org
Eric Freidman	Dignity for All Students Act DASA	efreidman2@gmail.com
Eric Kussin Family Lifetime Solutions #samehere	Motivation and Mental Health MH and SEL	eric@weareallalittlecrazy.org
Eric Powers	Science	YC2N@me.com
Erica Pecorale	Literacy	Erica.Pecorale@liu.edu
Erik Lepis	ELA	elepis@livingliteracyllc.com; erikvlepis@gmail.com;
FAM Solutions - Frank Morisco	Technology Integration	frankmorisco@gmail.com
Frank Morelli	Math and Science	morelli644@msn.com
Franklin Covey Client Sales (Alicia Yauch)	Leadership	alicia.yauch@franklincovey.com, Renee.ailing@franklincovey.com
Gina Costaldo	Literacy	mso31@aol.com
Ginger Lieberman	Dignity for All Students Act	ginger_lieberman@hotmail.com, gingerlieberman11@gmail.com

Glen Cochrane	Science	gblink735@gmail.com, gcochrane735@gmail.com
Greg Ahlquist	Social Studies	Greg Ahlquist <gregahlquist@yahoo.com>
Greg Tang	Math	gregtang@gregtang.com
Heidi Atlas	ELA	heidisatlas@gmail.com
Heinemann	LLI	Marie.Calvi@heinemann.com
High 5 Adventure Learning Center	Teambuilding Workshops; PD for using new high elements after new construction.	Chris Damboise Director of Training & Team Development, cdamboise@high5adventure.org (802) 254-8718
Hofstra University Museum	Strategies for incorporating art into the curriculum across the Common Core standards: building literacy, visual thinking strategies, inquiry-based learning, multiple learning modalities, STEAM using art and objects from the collection; Also, through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts, object-based learning, creative thinking, ideas for incorporating the arts in Common Core curriculum.	karen.t.albert@hofstra.edu, amy.g.solomon@hofstra.edu
Hofstra University School of Education	PE Consortium	John.R.Lewis@hofstra.edu
Holocaust Memorial and Tolerance Center of Nassau County	Through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts, object-based learning, creative thinking strategies, ideas for incorporating the arts in Common Core curriculum.	helenturner@holocaust-nassau.org, dearosenblum@gmail.com

Huntington Arts Council, Inc.	Multi-cultural arts workshop series: project-based learning using cultural traditions and world arts, teaching strategies based on close reading, inquiry-based discussion, exploring art and artifacts; strengthen literacy, observational and interpretive skills, student engagement. Through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts object-based learning, creative thinking, ideas for incorporating the arts in Common Core curriculum.	director@huntingtonarts.org
Informed Decision Services (Renee Blumstein)	Grant Writing	rjb@researchforeducation.com
Instructure (Canvas)	Technology integration	ar@instructure.com, kevin.lyons@instructure.com, janet.sankar@instructure.com
Iris Feldman	Math and Gifted	ifeldman@optonline.net
James M. Merrins	Superintendent Training	jmerrins@cecomet.net
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Laurence Aronstein	Leadership	larryaronstein@yahoo.com
Learner Centered Initiatives	APPR/ Multidimensional Rubric	joannepz@lcitd.org
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LOGICWING, INC.	Technology Integration	bduarte@logicwing.com
Long Island Children's Museum	Through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts object-based learning, creative thinking, ideas for incorporating the arts in Common Core curriculum.	jwalsh@licm.org , outreach@licm.org
LPA Consulting (not a vendor)	IBM SPSS Training & Cognos Training	Jesse.McNulty@lpa.com
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Made Manifest	Technology Integration	danaunger@gmail.com
Margot Enterprises - Stephanie Dunaieff	Pedagogy, Brain-Compatible Learning	stephanie.dunaieff@margotenterprises.com
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McKay Consulting (Candi McKay)	Administrative, Instructional Strategies, Danielson Rubric	candi@mckayconsulting.org
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Metropolitan Opera Guild	Incorporation of elements of opera (text analysis, libretto writing, music composition, theatrical design, and staging) into ongoing instruction to help students develop skills in the arts, while improving literacy, communication, problem-solving and collaboration.	guild@mail.metopera.org
Molly Feeney Wood	Literacy	molly.feeney@gmail.com
Nanci N. Smith	Math	nanci@e2c2.com
Nancy Doda	Middle School	dodainmiddle@gmail.com
Nancy Letts	Math	jeremy@nancyletts.com
Nassau County Museum of Art	Strategies for using works of art and artifacts as a teaching resource; object and inquiry-based learning techniques; multidisciplinary, arts integration. Also, through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts, object-based learning, creative thinking, ideas for incorporating the arts in curriculum, Common Core.	llynch@nassaumuseum.org
New York State Art Teachers Association (NYSATA)	Annual Conference: over 100 workshops in best practices, technology, teaching special learners, technique, innovative lessons, STEAM, standards, and assessment, etc.	president@nysata.org
New York State Council of Administrators of Music Education (Nassau NYSCAME)	16-20 workshops for 40 Nassau District music teachers: music technology, instrumental and vocal technique, conducting & rehearsal technique; instrument repair, standards, and assessment, etc.	nassaunyscame@optonline.net

New York State Dance Education Association	State and regional conferences: technique, standards and assessment, anatomy & kinesiology for dance, advocacy, etc.	info@NYSDEA.org
New York State School Music Association (NYSSMA)	Winter, Summer and Regional Conferences: music technology, instrumental and vocal technique, conducting & rehearsal technique; innovative instruction, instrument repair, standards, and assessment, etc.	executive@nyssma.org
New York State Theatre Education Association	Technique, improv, props, theater tech, auditions, standards, and assessment, etc.	
Noiz Ivy (KidOYO)	Technology Integration	melora@oyoclass.com
Northwell Cohens Children Hospital	Community Clinic and PD	gbounds@northwell.edu
NYS AAA, Inc.	PE Consortium	jwright@shufsd.org, nysaaa@yahoo.com
Panorama Ed	MH SEL Surveys	arubino@panoramaed.com
Pearson - Nancy Petee	Math, ELA, Leadership	Nancy.Petee@pearson.com
Penn Center for Educational Leadership (Robert Jarvis)	Long Island Consortium for Excellence and Equity	rljarvis@upenn.edu
Peter Osroff	Leadership and Pedagogy	posroff@gmail.com
PLC Associates (Penny Ciaburri)	Strategic Planning	pciaburri@plcassociates.com
Progressive P-12 Solutions LLC (Tom Troisi)	APPR Certification, Leadership	troisi220@gmail.com
Project Adventure, Inc.	Teambuilding Workshops; PD for using new high elements after new construction.	Abby Biser abiser@pa.org
PTS Coaching (Cindy Goldrich)	Attention Deficit Hyperactivity Disorder	cindy@ptscoaching.com
Rachel Priest	Mental Health	rpriest@mhanc.org
Ramapo for Children	Trauma Informed Ed	ltazartes@ramapoforchildren.org

Reading Writing Project Network	TC reading and writing workshop	kathy@readingandwrtingproject.com
REboot	MH And Mindfulness	kim@thisisreboot.com
Reed Swier- NYU Metro Center Innovations	Cultural Responsiveness	rs6733@nyu.edu
Richard Kurtz	Science research	rkurtz3@gmail.com
Rob Becker	APPR	rrbconsult@icloud.com
Roberta Schroder	Economics	econedinfocus.rs@gmail.com
Robin Calitri	Coaching	csiagain@hotmail.com
Rochelle Verstaendig	Cultural Equity	rverstae@aol.com
Ron Smith	MH Consulting	docron@optonline.net
Roni Benson	Dignity for All Students Act	Roni@bullyfrog.com, ronibenson@gmail.com
Ryen Jackson	Math	ryenjackson@rjconsultingmath.com
Seatuck Environmental Association	Ecology: citizen science projects; teacher workshops with environmental themes; Nature with young children.	Peter Walsh pwalsh@seatuck.org
Solve Our Sleep - Whitney Roban	Sleep and ADHD	whitney@solveoursleep.com
Sports and Fitness Performance, Inc.	PE Consortium	frankdolan17@gmail.com
Stephanie Maura Lipsey Luma4Life	SEL MH Yoga	stef@lumi4life.com
Steve Kussin	Master Schedule	sk3015@aol.com
Suzy Koontz	Math, SEL Movement and ACE's	info@mathandmovement.com; suzykoontz@gmail.com;
TEQ Online Services Erie 1 (OTIS)	Technology Integration	ChrisGoss@teq.com
Terence J. Houlihan	Brain-Based Learning	HEC@surviveyourteens.com
The Balance Between (Elizabeth Dellamora)	Leadership, Literacy and Thinking Maps	elizabeth@thebalancebetween.com

The Heckscher Museum of Art	Visual thinking strategies, cross-curricular connections, STEAM using art and objects from the collection. Also, through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts, object-based learning, creative thinking, ideas for incorporating the arts in curriculum, Common Core.	educationheckscher.org
Tilles Center, Long Island University	Teachers learn strategies to strengthen students' essential skills (critical analysis, abstract thinking and problem solving) using art forms and art objects; Also, through the Nassau BOCES Arts in Education Collaborative: multiple teaching strategies for arts integration using artifacts, object-based learning, creative thinking, ideas for incorporating the arts in Common Core curriculum.	stephanie.turner@liu.edu
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Tony Wagner	Pedagogy	tony@tonywagner.com
Train My Teacher	Technology Integration	kvitti@trainmyteacher.com
Tricia Jones	Conflict Resolution	Gregg.Scheiner@eac-network.org
United Training (Formerly New Horizons)	Technology Integration	Greg.Keigwin@unitedtraining.com
Uxredefined	Technology Integration	admin@uxredefined.com
Vicky Giouroukakis	English Language Learners	vgiouroukakis@molloy.edu
Victor Jaccarino	English Language Arts	vicjaccarino@gmail.com
Victoria Ahearn	Technology Integration	VAhearn@msd.k12.ny.us

Visionary Adventures	Teambuilding Workshops; PD for using new high elements after new construction.	Gregory J. Allen greg@visionaryadventure.com
Wafa Deeb-Westervelt	ESSA, Leadership	wwestervelt@portnet.org, wdwconsultant74@gmail.com
Western Suffolk BOCES	PD for science and outdoor education.	Daniel Oggeri,doggeri@wsboces.org
Wilson Language Training, Corp	ELA	Lori Freeman LFreeman@wilsonlanguage.com
Xian Cascella	Chinese Content Teachers	cascellax@northshoreschools.org