

# **Manhasset Union Free School District**



## **Professional Development Plan**

Certified by the Board of Education: August 25, 2016

Updated and recertified: August 24, 2017

Updated and recertified: August 23, 2018

Updated and recertified: May 21, 2019

Updated and recertified: May 4, 2023

Updated and recertified: June 20, 2024

Updated and recertified: May 8, 2025

MANHASSET UNION FREE SCHOOL DISTRICT

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**Introduction:**

Professional learning in the Manhasset Public Schools is designed to provide teachers and other education professionals with the strategies, resources, knowledge, and training necessary to address the needs of all students. The Manhasset School District continues to demonstrate an ongoing commitment to the improvement of instruction and to providing comprehensive professional development opportunities to support and encourage teachers to extend their understanding of best practices and enhance their curriculum content and pedagogy.

The Professional Development Plan (PDP) presented in this document reflects current District initiatives and NY State mandates. It is based on district-wide priorities and is tied to student achievement, as well as individual teachers' needs and professional growth. It builds on Manhasset Public Schools record of achievement by emphasizing the district's high academic expectations and the connections between the New York State Learning Standards and Manhasset Public Schools adopted and developed curriculum. The plan highlights the efforts to promote the meaningful integration of instructional technology throughout students' K-12 experiences (see the section on Instructional Technology on page 9).

The district also provides opportunities for teachers to study topics of interest and to deepen their knowledge base in areas of specialization. We support and encourage our teachers to work with colleagues to enhance their instructional skills and expertise, to keep abreast of new understandings about how children develop and learn, to help support students in their social, emotional, and physical wellness, and to increase levels of classroom engagement to foster authentic excitement around teaching and learning. The plan promotes articulation in and across grade levels and between and among disciplines. The Professional Development Plan is designed to guide planning and provide focused and flexible staff development opportunities.

**Purpose of Plan:**

The purpose of the Manhasset Public Schools Professional Development Plan is to comply with NYSED mandates and improve the quality of teaching and learning by providing and ensuring that teachers participate in significant and meaningful professional learning experiences that support students' academic, social, emotional, and physical development. Teachers are expected to remain current with their profession to meet their students' learning needs.

**Needs Analysis and Goals / Targets:**

Needs analysis is conducted on an ongoing basis. Data are gathered from student achievement results on local formative and summative assessments, including performance-based assessments and on standardized tests. Periodic surveys of faculty are conducted to provide feedback, ascertain individual learning needs, and design differentiated strategies and activities to improve

upon. In addition, the professional staff make recommendations for professional learning in current research-based and best-practice models.

### **Measures Used to Help Determine Goals / Targets:**

- Teacher Resource Center annual needs assessment survey
- Individual teacher requests for professional opportunities
- Building initiatives as determined by building leaders and faculty members
- New York State Professional Development Standards
- District programmatic and curricular initiatives

Based on an analysis of the above, it was determined that five significant targets would be addressed through this Professional Development Plan.

**Target 1:** To enable faculty to plan for and implement an effective instructional program based on the New York State Learning Standards, including the most recent revisions of those Standards (New York State Next Generation Learning Standards) and the high expectations of the Manhasset Public Schools:

- ❖ Included under this target are activities that provide staff with the latest information about State mandates and curricular revisions (e.g., the new NYS Computer science digital fluency standards, the new Social Studies Frameworks, the K-12 Next Generation ELA and Mathematics Learning Standards, the New York State Science Learning Standards with its STEM/STEAM emphases), current educational research regarding Social Emotional Learning (SEL) and its relation to supporting students and staff, and the purpose and use of various assessment protocols. Staff development in these areas provides opportunities for the dissemination of information, the alignment and pacing of curricula, the development of benchmarks and exemplars, the creation of assessments based on the Standards, and the orientation of those expectations to current and new members of the faculty.

**Target 2:** To provide faculty with knowledge and instructional strategies to meet the needs of diverse learners:

- ❖ Included in this area is ongoing training and professional development that provide staff with the skills and strategies to effectively differentiate instruction to meet the needs of all students, including those with diverse learning needs such as, but not limited to, students learning English as a new language, students with learning disabilities, cognitive/ physical challenges, economically disadvantaged students, and those surpassing grade level standards.
- ❖ Continued implementation of the NWEA/MAP Growth Interim Assessment up to three times a year to students in grades K-6 and used in grades 7-12 to determine skill levels for new entrants, AIS, and ELL students. MAP Assessments provide an accurate view of how

much each student has grown over time and identify which skills students are ready to learn. This facilitates more accurate planning of instruction and grouping based on students' specific needs. MAP also supports teachers as a progress monitoring tool and is a sensitive and accurate indicator of student growth. Staff development in this area is provided by in-house leadership and the District Administrator for Assessments and Testing.

**Target 3:** To provide training in all current and future NY State mandates:

- ❖ New York State legislation and regulations of the Commissioner of Education mandate training in areas such as sexual harassment, violence prevention, substance abuse, and recognizing and reporting child abuse. DASA training, building-led Safety Plan training, and annual compliance training are ongoing. A cohort of K-8 teachers and administrators attend Responsive Classroom training, an educational approach focusing on the strong relationship between social-emotional learning (SEL) and academic success. Additional training is taking place in Mindfulness and other mental health education initiatives designed to enhance student understanding of the relationship between physical and mental health.
- ❖ Extensive, multi-year APPR training has been a part of our District commitment since 2012. It continues with ongoing administrator training focused on the Marshall Teacher Supervision and Evaluation Model and Rubric.

**Target 4:** To provide opportunities for professional collaboration to improve teaching practices and student learning:

- ❖ Research has shown that a powerful way for teachers to learn is through opportunities to share ideas and interact with one another. In support of this goal, teachers can participate in vertical and horizontal articulation (within and across grade levels and disciplines), professional development opportunities, collegial circles, peer mentoring, and outside conference and workshop attendance.
- ❖ The Teacher Resource Center (TRC) has been a significant source of expertise, motivation, and ongoing professional learning opportunities for teachers and staff.
- ❖ Of note is the work being done throughout the district in collaboration with the National Board of Professional Teaching Standards (NBPTS). Manhasset Public School District is among the top five school districts in NY State.

**Target 5:** To assist teachers with their own professional growth based on individual interests and needs:

- ❖ To continue the excellence of our existing programs, it is necessary to provide opportunities for teachers to become aware of new trends and innovative programs. The district consistently supports teachers' and staff's requests to improve their skills and

strategies and to revise and update the curriculum. Teachers may adapt these in whole or part through study and analysis and incorporate these new ideas and innovations into their curriculum and instruction.

### **Implementation of the Professional Development Plan**

- ❖ District administrators, in collaboration with building administration and the Teacher Resource Center, will assume responsibility for the design of a comprehensive program that provides 175 or more hours of professional development experiences per 5-year CTLE cycle (see page 17 for specific CTLE requirements). These experiences will provide teachers and teacher assistants with the information, strategies, plans, and skills needed to raise student performance and enhance the needs and repertoire of instructional strategies and content knowledge.
- ❖ Professional development activities will focus on the identified targets outlined in the Professional Development Plan. It will be based on Board of Education and District priorities and building-level needs, the implementation of the New York State Learning Standards, classroom observation and professional evaluation, feedback, test results, New York State mandates, recommendations from District committees (e.g., RtI Plan and Committee work), and any curriculum revisions and updates.
- ❖ Professional development activities will be provided on Superintendent's Conference Days and at faculty meetings, department meetings, intra-grade-level articulation meetings, vertical team meetings, staff development meetings, committee meetings, and other district-sponsored events.
- ❖ The Teacher Resource Center will continue to work collaboratively with the District to plan professional development experiences, courses, and activities.
- ❖ Teachers will be encouraged to continue to take courses, attend workshops and conferences, write curricula, join professional organizations, and work in collegial circles. The Teacher Resource Center and the District will continue to provide staff development activities for this purpose.
- ❖ A committee composed of teachers and administrators will review the Professional Development Plan annually. Evaluation criteria should include, but not be limited to, the following:
  - a review of and alignment with Board of Education priorities and District goals and expectations;
  - teacher and administrator feedback;
  - evaluations of workshops, faculty meetings, and related activities;
  - data provided by Teacher Resource Center via formal and informal surveys;
  - student work samples;
  - data provided by the District/School Report Cards;

- student achievement and assessment results

The committee will update the plan annually and submit it to the Superintendent and the Board of Education for approval.

In summary, the Manhasset Public Schools Professional Development Plan provides and outlines the framework to coordinate the many professional growth activities in which Manhasset faculty and support staff participate. It connects staff development efforts with District initiatives and standards, New York State and Federal mandates, and the needs of individual buildings, departments, and grade levels—with a consistent focus on students' academic progress, mental, physical, and cognitive development. It is focused on improving student achievement and fostering a love of learning. Simultaneously, the Professional Development Plan encourages flexibility in program design and encourages teachers to pursue individual growth. Most significantly, it supports and sustains our ongoing commitment to continually improving instruction, promote continuous inquiry, and embed professional growth in the daily life of the schools.

The content of the Manhasset School District's Professional Development Plan is partly supported by the Board of Cooperative Educational Services (BOCES), Regional Information Centers (RIC), Regional Bilingual Educational Resource Network (RBERN), Regional Special Education Technical Assistance Support Centers (RSE-TASC), Teacher Centers, and approved consultants.

### **Professional Development Opportunities**

The Professional Development Plan Committee recognizes that professional growth occurs in many forms. The list below provides areas of professional development in which teachers and other educators participate in Manhasset School District.

#### **Coursework and formal training**

- ❖ University courses
- ❖ NYSUT effective teaching courses
- ❖ Workshops and conferences conducted outside the district
- ❖ Conference and convention attendance
- ❖ Presenting at workshops and conferences
- ❖ Advanced Placement teacher training
- ❖ Significant National Board of Professional Teaching Standards (NBPTS) certification participation and training
- ❖ Project Lead the Way (STEM-based) professional development and curriculum implementation
- ❖ Nassau, Western Suffolk, Eastern Suffolk, and/or Putnam-Westchester BOCES participation
- ❖ Webinars

### **In-district mentorship and professional development**

- ❖ Superintendent's Conference Day professional development activities and presentations
- ❖ A peer mentorship program building on pre-service coursework and accomplishments and anticipating continued development throughout the teacher's career.
- ❖ An extensive, ongoing, monthly New Teacher Orientation Program
- ❖ Workshops and courses provided by the Teacher Resource Center (TRC)
- ❖ The TRC maintains subscriptions to well-respected professional journals which are available to all staff.
- ❖ Collegial circles and other professional learning communities/groups

### **Curriculum/classroom-focused**

- ❖ Explore emerging trends and develop staff awareness around discipline-specific approaches to teaching about digital literacy and Artificial Intelligence, consistent with Board of Education's Acceptable Use -Technology policy (4526R).
- ❖ Turn-key training provided by teachers and administrators
- ❖ Grade-level department meetings
- ❖ Interdisciplinary unit planning
- ❖ Investigating new curricula
- ❖ Curriculum writing
- ❖ Collaborative planning
- ❖ Designing new units, activities, and assessments
- ❖ Differentiation of instruction
- ❖ Cooperative learning instructional strategies
- ❖ Pedagogical instructional strategies
- ❖ Mindfulness-related learning and activities with staff and students
- ❖ Recording instruction for reflection and professional growth
- ❖ Articulation meetings between and across grade levels
- ❖ Evaluating educational materials
- ❖ Classroom visitations
- ❖ School visitations
- ❖ Coaching by consultants and in-house specialists
- ❖ Examining student work
- ❖ Teacher training to address the needs of diverse learners (e.g., special needs, ENL/MLL, economically disadvantaged, etc.)
- ❖ Pre- and post-observation conferences
- ❖ Supervising student teachers
- ❖ School Safety and Lockdown/Lockout drills

The following specific workshops and/or professional development activities have been facilitated by members of Manhasset Public Schools administrative and teacher teams, as well as by outside consultants and participation in coursework and conferences.

### **Mathematics:**

- ❖ Curriculum and pacing guides were revised as needed to align K - Algebra 2 courses with the NYS Next Generation Learning Standards.



- ❖ As the only core course without an external summative assessment, examine the Precalculus curriculum sequence to better support students with various mathematical backgrounds and best prepare students for a variety of subsequent courses.
- ❖ Elementary teachers are provided with curriculum resources to support non-routine problem skills and spatial reasoning development for their students.
- ❖ Expand the capacity of teachers to facilitate enrichment tasks in whole group and small group settings.
- ❖ Secondary math department teachers will explore ways to embed aspects of the Computer Science/Digital Fluency Learning Standards within our current courses.
- ❖ Focused training and professional development for elementary teachers will center on how best to lean into the visuals in the Math in Focus program for a greater connection between the "how" and the "why." Internal professional development with elementary math specialists will address how to provide all students with access to high-level content while supporting students at varying levels of ability.
- ❖ Curriculum updates, pacing guides, and assessment revisions will be ongoing for our K-6 Math in Focus program. These revisions will be based on teacher feedback, administrative input, and Next Generation Learning Standards requirements.
- ❖ Teachers will attend Advanced Placement workshops, local conferences, and collegial circles to remain current in College Board and Regents exam trends.
- ❖ Teachers at the elementary and secondary levels will continue to have meaningful dialogues and collaborative time with members of the ENL department to best support English Language Learners along their mathematical journeys.
- ❖ Special education teachers will have increased opportunities to train more systematically with our elementary math specialists to explore:
  - Specific Math in Focus resources which can support differentiation for the unique needs of our learners
  - Modification of existing assessments for children with learning challenges
  - State Standards which are the most critical for each grade level
- ❖ Our math specialists will examine supplemental intervention programs to determine their appropriateness for students with unique learning challenges and/or skill deficits.
- ❖ Our elementary math specialists will offer ongoing in-house training in Singapore Mathematics strategies for our classroom teachers, with a particular focus on strategies for new and new-to-grade-level teachers.
- ❖ Department meetings will continue to focus on curriculum alignment, best practices, and state updates, in addition to opportunities to showcase effective instructional techniques for specific course content.

### **Science, Technology, and Engineering:**

- ❖ Annual lab and chemical safety meeting and training for all teachers.
- ❖ Review and update lessons and curriculum for the new NYS Science Learning Standards (NYSSLS) for Biology and Earth and Space Science.
- ❖ All workshops and conferences will be focused on transitioning Biology, Earth and Space Science, Chemistry and Physics to the New York Science Learning Standards.
- ❖ Teachers grouped by course will utilize department meetings for curriculum development by incorporating the new standards as well as aligning curriculum between teachers.

- ❖ Elementary science specialists will train new elementary teachers in the Project Lead the Way platform and Inner Orbit.
- ❖ Teachers will engage in Project Lead the Way Engineering and STEM- and technology-related professional development, particularly with the implementation of the Biomedical curriculum.
- ❖ All science and technology courses will engage in professional development that reinforces 3-dimensional instruction that incorporates NYSSLS Assessment style questions and modeling.

### **Instructional Technology**

Our model for instructional technology professional development is to integrate our computer teacher / specialists in our professional development sessions as appropriate and relevant. This allows them to act as turn-key trainers for those staff members who may not be able to attend specific training sessions.

- ❖ The [District's Technology Plan](#), submitted to the New York State Education Department in 2021, notes that the IT PD staff will highlight core tools for 2022-2025. These core tools are Canvas, ClassLink, and Google Workspace Apps. The ubiquitous nature of Artificial Intelligence is a realm that the district wishes to explore as well for the future.
- ❖ Additional online tools for which staff continue to receive training include Google Apps for Educators, Smart Notebook software, Padlet, Discovery, Nearpod. A [complete list of Ed Law 2D-compliant instructional software](#) used by Manhasset Public Schools is available on <https://www.manhassettschools.org/privacy>
- ❖ The District contracts with several providers for professional development services through individual companies or through Model School Days with BOCES. All staff are encouraged to participate in relevant offsite opportunities for professional development.
- ❖ Teachers participate in ongoing professional development connected to the learning management system, Canvas.
- ❖ The vision of the Manhasset Schools is to integrate various instructional technologies to engage, enhance, and extend student learning at all grade levels. This means training staff in using technology intentionally, drawing upon frameworks such as Kolb's Triple E, Mishra and Koehler's TPACK, and Puentedura's SAMR. This empowers teachers to utilize instructional technology when it advances learning. Teachers are shown how to evaluate which technologies can enhance their instructional efforts to help students attain learning goals. This allows them to see where technology may better engage students in the learning task or benefit from technology's ability to implement universal design for learning principles. It also allows teachers to utilize technologies to extend opportunities for learning beyond the walls of the classroom or hours of the school day.
- ❖ While the Manhasset School District encourages teacher autonomy in both the brick-and-mortar and digital classroom spaces, it also utilizes software across the District. To this end, professional development efforts focus on standard tools such as Google, Canvas, and ClassLink, while other efforts result from collegial collaboration between teachers.
- ❖ Small group training and 1-1 conferences provide opportunities for informal peer evaluation of teachers' use of Canvas, Classlink, and associated applications. In addition, teachers include their use of technology while participating in self-reflection practices encouraged by our District-wide Teacher Evaluation System.
- ❖ The Instructional Technology department will assess how Classlink, Canvas, and IncidentIQ are being used prior to and follow instruction on best practices. In addition,

the Instructional Technology department will encourage teacher feedback in using this technology and analyze the metrics of programs that offer these, such as IncidentIQ.

- ❖ Data are also gathered from our Help Desk ticketing system, IncidentIQ. Staff may request IT PD lessons directly through the system. The need for ITPD is sometimes revealed in tickets that originate as a software or hardware issue and lead to an opportunity for professional development.
- ❖ Professional development records are kept in FrontlineK12's *Professional Growth* module to ensure that staff meet ongoing certification requirements.

## **Social Studies**

The Social Studies department utilizes Superintendent's Conference Days, department meetings, as well as conferences and turn-key professional development to support the following initiatives:

- ❖ Advanced Placement (APSI) workshops and AP Collegial Circles to support new and veteran AP teachers.
- ❖ Curriculum writing for high school teachers to write new curriculum for approved courses to align to the Social Studies Framework and the AP College Board.
- ❖ Vertical and horizontal articulation to enhance understanding of skills needed as students transfer to the next grade level. The department is addressing the need for longer and more in-depth writing, reading activities, and assessments to enhance student knowledge and comprehension of the NYS Social Studies Framework curriculum.
- ❖ Elementary grade-level meetings to discuss resources, lesson/unit planning to support consistent Social Studies instruction for grades K-5. Assistance with Social Studies field trips to enhance understanding of the grade-level curriculum.
- ❖ Investigate and share resources regarding the use of AI in Social Studies classrooms.
- ❖ Enhance Interdisciplinary Padlets for elementary and secondary Social Studies and English departments providing resources on heritage months and holidays.
- ❖ Further the Grade 5 interdisciplinary curriculum alignment with ELA and Social Studies. Investigate, share, and assist with the implementation of new resources for each new unit.
- ❖ Collaborate with grade levels 3-6 to continue to enhance, align, and support research projects with the Director of English Reading and Libraries and elementary librarians.

## **English Language Arts and Reading:**

### **Elementary ELA and Reading, Grades K – 6**

- ❖ Continued K-6 reading and writing workshop support with a focus on the integration of systematic and explicit vocabulary instruction for Grade 3 as per NYSED Next Generation ELA Standards and Literacy Attestation requirements.
- ❖ Prioritize onboarding of new teachers and/or grade-changes in faculty personnel
- ❖ Ongoing review of progress monitoring practices for K-2 to ensure mastery for students. Teachers have received professional development on using data and running records from the Literacy Specialist in the Fall of 2024-2025 school year.
- ❖ Review benchmark assessment measures to inform instructional practices to address Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS) student needs to recommend and, as necessary train teachers on Tier I, II, and III interventions.
- ❖ Utilize turn-key training opportunities to further literacy practices and enhance small group instruction based on the Science of Reading.

## **Secondary English, Grades 7 - 12**

- ❖ Further develop data-analysis to inform instruction as a regular expectation for summative assessments and collegial discussions to heighten “collective teacher efficacy” and student success.
- ❖ Provide enhanced training on student-centered instructional practices and cognitive demand.
- ❖ Introduce standards-based Learning Targets and Success Criteria for a skills-based lesson focus to enhance transfer and construct measurable outcomes.

## **Interdisciplinary Approach and Partnership with Social Studies**

- ❖ Enhance Interdisciplinary Padlets for elementary and secondary Social Studies and English departments providing resources on heritage months and holidays.
- ❖ Further the Grade 5 interdisciplinary curriculum alignment with ELA and Social Studies. Investigate, share, and assist with the implementation of new resources for each new unit.
- ❖ Collaborate with grade levels 3-6 to continue to enhance, align, and support research projects with the department supervisor, elementary teachers, and Librarians.

## **Libraries**

- ❖ Review the AASL Standards Framework and use the NYSED School Library Program Rubric (SLPR) to evaluate, enhance, and adjust curriculum and instruction.

## **Special Education:**

- ❖ Collaborated with Lakretz Creative Support Services to offer full-day training sessions on differentiation of instruction and common co-teaching practices. These sessions for Secondary teachers were completed in November while Elementary teachers were completed in January. Coaching dates across the three buildings have been scheduled for the full year and are being implemented monthly.
- ❖ BOCES provided training on the PREPARE Crisis program for elementary psychologists.
- ❖ Continued training of teachers and support staff in Safety Care, an implementation of proactive behavioral strategies to work on preventing crises, minimizing incidents, and managing behavioral challenges with dignity and safety.
- ❖ Continuation and ongoing support through individual coaching, document reviews, and feedback to enhance IEP development and the creation of SMART goals. Secondary focus on transition in the IEP.
- ❖ Continued coordination targeting behavioral interventions to provide more systemic support for students with behavioral challenges.
- ❖ Working with the reading and math departments to expand and implement additional interventions, including the Visualizing & Verbalizing (V&V) Comprehension Program, Edmark, and Connecting Math Concepts (CMC). V&V concluded in early March delivered by staff in the reading department to other elementary reading and speech staff. CMC intervention commenced with elementary math specialists in January.
- ❖ Training for staff in using the Unique Learning curricula and platform for instruction and goal tracking for our most impaired students (life skills).
- ❖ Streamlining the planning and execution of CSE meetings to ensure efficiency in completing mandated tasks and related documentation. This includes weekly meetings

with psychologists to discuss schedules, delivering schedules to clerical staff earlier, and coordinating more parent meetings to review student progress before formal CSE meetings.

- ❖ Evaluating and discussing expanding special education programming with special education teachers and psychologists. These meetings were completed in December.
- ❖ Delivered a presentation in February to new teachers on how to prepare for and present at CSE meetings. This included a PowerPoint presentation and preparation worksheets for follow-up.

### **English as a New Language (ENL):**

- ❖ Daily data integration and use of the WIDA English Language Development (ELD) standards to record students' goals and progress monitoring.
- ❖ Turn-key training for the scoring of the 2025- New York State English as a Second Language Achievement Test (NYSESLAT).
- ❖ Committee training and scoring of the New York State Identification Test for English Language Learners (NYSITELL) and the NYSESLAT.
- ❖ New Teacher Orientation session on “Best Practices for English Language Learners (ELLs) in the classroom.”
- ❖ Attendance at multiple New York State Part CR-154 presentations throughout New York State to gain knowledge and share with administrators, teachers, and staff.
- ❖ ENL teacher participation in English Department meetings and committees.
- ❖ Superintendent's Conference Day differentiation of instruction and shared best practices.
- ❖ Regular discussion of student assessment data and progress monitoring for identification of supports (Tier I, II, III, etc.).
- ❖ Collaborative discussions with ENL and Special Education Departments on the topic of learning vs. language needs and referrals to the Committee on Special Education.
- ❖ Faculty and administrative meetings to discuss integrated co-teaching (challenges, best practices, co-planning, etc.)
- ❖ Departmental visits by ENL teachers to discuss effective strategies for teaching MLLs (at the secondary level)
- ❖ Offered Teacher Resource Center courses on strategies for ELLs.
- ❖ Offered a Superintendent’s Conference Day workshop given by three ENL teachers on strategies for supporting ELLs in the classroom.

### **World Languages:**

- ❖ The World Languages Department's professional development focuses on differentiation of instruction. Each department meeting focuses on a different technique and sharing of best practices among teachers.
- ❖ Exploring uses of Canvas Best practices using Canvas in all courses
- ❖ Review of ACTFL (American Council of Teachers of Foreign Languages) National Standards, including the "Can-Do" statements and three Modes of Communication (interpersonal, presentational, interpretive) at each level of proficiency. Teachers use these modes to identify what students should know as they exit each level.

- ❖ FLACS (Foreign Language Association of Chairpersons and Supervisors) Inter-rater reliability sessions using the new FLACS rubrics for Part I & 2 Speaking and Writing of the 2025 FLACS Exams.
- ❖ Sharing of best practices and the integration of authentic texts in the World Language classroom (specifically, examining how to tailor the use of one authentic text to multiple levels of proficiency).
- ❖ Implementing the new NYS World Language standards for level 3 courses and prepared to implement the new standards for Level 4 next year. Conducting vertical articulation meetings, and follow-up at the department level meetings.
- ❖ Review, discussion, and editing of existing departmental curricula. As part of the NY State requirement for implementing and aligning the NY State Learning Standards for World Languages, curricula were written across three languages for levels 2 and 3. Teachers will be tasked with collaborative curriculum writing in level 4 during the summer of 2025 (for implementation in the 2025-2026 school year). Teachers implemented and reflected on level 3 for the 2025-2026 school year.
- ❖ Review, edit and align final assessments to NYS World Language Standards.

#### **Teacher Assistants, Security Staff, and Supervisory Aides/Monitors**

- ❖ CPR & AED Training
  - Covers adult, child, and infant CPR with AED. Includes recertification and new certification.
- ❖ Greeter training (School Safety)
  - Strategies for welcoming visitors, check-in procedures, visitor policy, and bomb threat protocol
- ❖ Medical training and protocols, NARCAN Training
- ❖ Nonviolent Crisis Intervention Training (Security Staff)
- ❖ Curriculum-related Professional Development for Teaching Assistants
  - Special Ed
  - ELA
  - Math

#### **Evaluation of professional development activities**

- ❖ Evaluation of professional development activities takes a variety of forms.
- ❖ Upon completion of the activity, District-sponsored professional development is evaluated by participants, allowing for both objective and open-ended comments.
- ❖ Feedback is used to inform the development of follow-up activities and improve the professional learning process.
- ❖ Building Principals report annually to the Curriculum and Instruction Office on the effectiveness of the building's professional development activities.
- ❖ The District Professional Development Team assesses the impact of the District Plan.

## **REQUIREMENTS FOR CONTINUING TEACHER AND LEADER EDUCATION (CTLE)**

Effective July 1, 2016, permanent and professional certificate holders, including Level III Teaching Assistants, are required to apply for registration during the 2016-17 school year before the last day of his/her month of birth. Individuals earning certificates post-July 1, 2016, will be automatically registered. Registration must be renewed every five years, during which time professional and Level III Teaching Assistant certificate holders must complete 100 hours of professional development during the five-year registration period.

### **Language Acquisition CTLE**

Holders of an ESL Professional certificate or bilingual extension must complete at least 50% of CTLE hours in language acquisition. This needs to include content area alignment, best practices for co-teaching, and integrating language and content instruction.

All other professional certificate holders (and Level III TAs) must complete at least 15% of CTLE hours in the study of language acquisition, addressing the needs of English Language Learners (ELLs), best practices for co-teaching (except TAs), and integrating language and content instruction.

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 ten clock hours of CTLE credit. For all other approved courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

### **Exemptions/Adjustments to CTLE Hours**

A classroom teacher certificate holder who achieves National Board for Professional Teaching Standards certification shall be deemed to have met the CTLE requirement for the registration period in which such certification is achieved.

### **Record Keeping**

CTLE certificate holders must maintain a record of completed CTLE: program name, date, location, number of hours, including required hours in language acquisition, sponsor's name and ID number, and attendance certificate need to be included. These records must be maintained for three years after the five-year registration period in which these records/hours are applied.

It is recognized that CTLE can occur on an ongoing basis in a school building on an informal and formal basis. Since mentoring is part of the Manhasset Public Schools Development Plan, mentoring can count for CTLE credit.



The Manhasset School District utilizes the Frontline Professional Development platform (formerly My Learning Plan) to help individual teachers and teaching assistants maintain records of their graduate credits and professional development hours. Teachers/Level III teaching assistants may upload approved hours and credits from Frontline into their personal TEACH account.

## **Mentoring Program**

The mentoring program for teachers in the Manhasset schools aligns closely with the New York State Professional Standards and Practices Board's guidance and standards for mentoring, ensuring a robust system of support for new educators. At its core, the program is designed to facilitate the transition of new teachers from their preparation programs to effective professional practice within the district. Mentors play a pivotal role in this process, serving as models of professional conduct and providing guidance, encouragement, and support to mentees as they navigate their roles. The program is structured to provide comprehensive, coherent, and sustained professional learning opportunities for both mentors and mentees, fostering a culture of continuous growth and development.

In adherence to the standards outlined by the state, the Manhasset mentoring program emphasizes the selection and preparation of quality mentors who possess the necessary qualities and dispositions of an effective mentor. Mentor selection processes are transparent and inclusive, considering factors such as certification area, grade level, and the needs of the mentee. Throughout the program, clear roles and responsibilities are defined for all participants, including mentors, mentees, coordinators, administrators, and advisory boards, fostering shared leadership and accountability.

Monthly workshops are provided for mentees on timely topics such as supporting classroom management, pedagogy, differentiation, and metacognitive strategies. In addition, observation of master teachers, goal-setting, and personal reflection are integrated throughout the year as well.

Furthermore, the Manhasset mentoring program prioritizes ongoing evaluation and improvement, in line with the state's emphasis on data-driven program assessment. By adhering to these principles and practices outlined by the New York State Professional Standards and Practices Board, the Manhasset mentoring program strives to provide a supportive and nurturing environment where new teachers can thrive, ultimately benefiting students, educators, and the broader school community.