OCEANSIDE SCHOOL DISTRICT

Professional Development Plan

(PDP Plan)

2026-2028

OCEANSIDE SCHOOL DISTRICT

Professional Development Committee Members

2026 - 2027 PDP Members

School #	Building Representative(s)
2	Paul Ginocchio, Jackie Toby
3	Suji Cibirka
4	Christine Eberling, Matthew McVeigh
5	Mary Rugh Mullon
6	Jeanette Faccio
7	Marissa Alonso, Brandon Crofts
8	Amy Gigliobianco, Michael Santisteban
9E	Elizabeth Cooper, Jamie Goldband
9M	Shannon Simpson, Sofia Voutsinas

Administration

Dr. Phyllis S. Harrington – Superintendent of Schools

Diane Provvido – Assistant Superintendent for Curriculum, Instruction & Technology

Francesca Wasserman – Director English Language Arts K-12

Erin Marone – Principal – School #2

Oceanside Federation of Teachers

Mary Ralph
Gavin Kalner

Board of Education

Sandie Schoell

Parent Representative

Lorie Dawson

Higher Education

Carey Epstein- LI University
Dr. Vicky Giouroukakis - Molloy University

Private Industry

Jeanine LaRocca Badalamenti

OPLC Director: **Jason Manning**
OPLC Assistant to the Director: **Pat Rodesk**

OCEANSIDE UNION FREE SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN 2026-2028

The Oceanside School District believes that all children can succeed with the appropriate support and guidance to meet their individual learning needs. The district also subscribes to the belief that an integral factor in improved student achievement is the skill and knowledge of the teacher. As delivery methods, technologies, and curricula change, we want to ensure our teachers are provided with the necessary professional development support. Therefore, our district is committed to providing a comprehensive staff development program that meets the specific needs of our professional staff and results in increased student achievement.

The following is the district's Professional Development Plan for 2026-2027 which is developed with the purpose of improving the quality of teaching and learning by ensuring that when teachers and leaders participate in substantial learning they have opportunities for professional growth. It reflects the regulations as articulated by the State Education Department and was developed in collaboration with the Staff Development Policy Board. The key points of the regulations are as follows:

- The Professional Development Plan (PDP) is to be reviewed and developed annually. The Professional Development Plan will:

    - Ensure all teachers will be afforded substantial professional development strategies directly related to student learning needs as identified in the school district report card and other sources as determined by the school district and/or State Education Department (SED) regulations.

    - Detailed teachers' expected participation in professional development which includes the estimate of average number of hours each teacher will participate in professional development including CTLE requirements. Specifically, teachers with Professional Certification must complete 100 hours of Continuing Teacher and Leader Education (CTLE) hours every five years- Appendix A

    - Be in alignment with New York State standards and assessments and student needs.

    - Include opportunities for articulation and collaboration among grade levels, departments, as well as teacher and administrator leadership.

    - Include an annual Needs Assessment to be administered in the spring of the school year, for which a 15-minute portion of a faculty meeting will be devoted to its completion.

    - Will commit to continuous and sustained professional development that employs methods and approaches that are proven to be effective and meet CTLE requirements.

    - Will encompass activities designed to equip personnel to address students with specific learning needs

    - Include the Teacher Leadership Competencies that offer teachers the opportunity to develop professionally through such activities as coaching, instructing professional development courses, Mentoring, and other activities.

    - Include a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities.

    - Include the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices.

The Oceanside School District's Staff Development Policy Board has been charged by the Board of Education to serve as the district's Professional Development Planning Team. The Staff Development Policy Board (SDPB) membership consists of a majority of teachers with representation from all nine schools as well as representatives from PTA, private schools, industry, higher education, administration, and the Board of Education.

The Professional Development Committee affirms that the following standards will guide our work in planning and implementing professional development for our staff. We support and endorse the seven standards for professional learning developed by *Learning Forward, the nationally recognized organization devoted exclusively to professional learning.

Professional learning that increases educator effectiveness and results for all students:

- occurs within learning communities committed to continuous improvements, collective responsibility, and goal alignment
- requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
- requires prioritizing, monitoring, and coordinating resources for educator learning
- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- integrates theories, research, and models of human learning to achieve its intended outcomes
- applies research on change and sustains support for the implementation of professional learning for long-term change
- aligns its outcomes with educator performance and student curriculum standards

and…values the professional learning experience that fosters collaboration, discussion, and leadership.

**Note: The district continues to utilize the 2011 Learning Forward Standards for Professional Learning due to their clarity and alignment with district goals, while acknowledging the revised 2022 standards.*

Vision for Student Outcomes: NYS Portrait of a Graduate

The Oceanside School District is committed to aligning professional development with the New York State Portrait of a Graduate, ensuring that the six pillars, academically prepared, effective communicator, collaborative, creative innovator, critical thinker, and reflective and future focused, are intentionally cultivated across a student's educational journey. Grounded in culturally responsive and sustaining education, professional learning will equip educators with the pedagogical practices necessary to foster inclusive, engaging, and rigorous learning environments. Through ongoing, job-embedded professional development, teachers will design learning experiences that build these competencies over time, supporting students in developing the knowledge, skills, and dispositions needed to learn, grow, create, work, and contribute meaningfully in an interconnected world.



Staff Development has always been an integral part of the Oceanside professional culture. Staff development activities have included conference attendance; work with in-house consultants as well as with outside experts, project work, curriculum development, grade level and department meetings, attendance at local, state, and national conferences, and participation in Professional Learning Center workshops, along with many other opportunities.

The district will provide tenured teachers with 40 hours of staff development. Approximately 30 hours will be provided using a combination of required Superintendent's Conference Days, grade-level meetings or department meetings, and faculty meetings. An additional 10 hours will be fulfilled by attendance at district workshops, Professional Learning Center courses, BOCES workshops, or graduate-level courses in accordance with the teachers' contract. Non-tenured teachers are contractually required to engage in 20 hours of staff development, in addition to faculty and department/grade level meetings, resulting in approximately 50 hours of staff development over the course of the year.

Teachers are encouraged to exceed this minimum number of hours by taking courses to enhance their professional knowledge and development.

The district provides many opportunities for professional development during the school workday. These include but are not limited to the following options:

- Faculty, Building, Grade Level or Department Meetings:
  The district makes every attempt to have these meetings focus on improving the quality of teaching and learning.

- Common Planning and Preparation Periods:
  When administratively possible, the district will make every attempt to provide common preparation or planning time for teachers working together on interdisciplinary teams, projects, grade level or building initiatives.

- In-House/Out-of-District Consultants:
  The district will continue to provide "push in" staff development and consultants who work with teachers directly in their classrooms.

- Instructional Coaching: The district has a Building-Based Instructional Coaching Program.

- Conferences and Workshops:
  The district will continue to support teacher and administrator attendance at out-of-district workshops and conferences that address identified goals and objectives of the district or the individual teachers for the purposes of strengthening their professional knowledge and/or providing and sharing information/guidance, as appropriate.

- Superintendent's Conference Day(s):
  The Superintendent's Conference Days will be planned with the support of the Oceanside Professional Learning Center Policy Board.

- Professional Period
  In accordance with the collective bargaining agreement, high school teachers are provided with one period daily to devote to professional development or student intervention.

Participants in professional development activities outside of the school day are eligible for CTLE hours, in-service credit, graduate credit, or professional stipend depending on the activity and in accordance with the provisions of the collective bargaining agreement. Opportunities outside the school day or year include, but are not limited to the following:

- District Offerings: Teachers may participate in a variety of district-sponsored professional development activities including curriculum area projects, district-designed courses and/or workshops, collegial circles, or graduate-level courses. Presenters in this program must address state standards, district goals, and/or desired student outcomes (see Appendix C). A course evaluation form for courses offered through the Oceanside School District or OPLC must be completed by teaching staff in order to receive credit.

- The Oceanside Professional Learning Center: The OPLC serves as a central partner in advancing district priorities through high quality professional learning aligned with the Standards of Professional Learning. The OPLC supports providing in-service and graduate level courses, collegial circles, mentoring support, instructional strategy initiatives, and teacher leadership opportunities. It supports and delivers targeted professional learning aligned with district goals. The Center collaborates with trusted partners including Nassau BOCES, NYSUT, the NYS Teachers Centers Network, and regional institutions of higher education to expand access to research based learning. Professional learning is offered through flexible virtual and face to face-to-face formats that support sustained implementation and reflective practice.

- NBCT Cohort: The district, in partnership with the OPLC, supports teachers pursuing National Board Certification through cohort based learning and mentorship. This work strengthens accomplished teaching practice, builds internal teacher leadership capacity, and directly supports improved student learning outcomes across the district.

- Boards of Cooperative Educational Services (BOCES): The district works closely with Nassau BOCES and its affiliates to offer meaningful staff development opportunities outside of the school day.

- Institutions of Higher Education: Teachers may participate in courses offered by colleges or universities. They may apply for either in-service or graduate credit for courses in accordance with collective bargaining agreements.

- Online Course Offerings: The following providers of online courses will serve as *Trusted Partners*: NYS Teachers Center Online Academy and offerings (in-service/graduate), NYSUT, BOCES, SUNY, CUNY, and courses offered as graduate credit directly by an approved accredited university. For all other online courses, the established online course approval process will continue to be in effect (see Appendix C)

Foundational Best Practices:

The Oceanside School District is committed to promoting a shared set of foundational, research-based instructional practices that support high-quality teaching and learning across all classrooms. Central to this work is the use of clear learning targets, which increase the likelihood that students understand and achieve intended learning outcomes. Professional development is designed to ensure consistent and effective implementation of this practice, including dedicated training for all probationary teachers.

In addition, the district incorporates research-based influences such as Hattie's effect size research to inform instructional decision-making and prioritization of high-impact strategies. Educators are also supported in the use of engagement protocols that promote active participation, student discourse, and deeper learning. Through ongoing, job-embedded professional learning, these foundational practices are reinforced and refined to ensure consistent, high-quality instruction that supports student success and advances the competencies outlined in the New York State Portrait of a Graduate.

Instructional Coaching:

Oceanside is deeply committed to instructional coaching as a powerful driver of professional growth and student achievement. Our P–12 coaching model reflects our district's strong commitment to a collaborative, job-embedded approach to professional learning, one grounded in the belief that educators are our most valuable resource and learn best from one another.

Informed by training with leading researcher Jim Knight, our work is rooted in the understanding that "coaching is a partnership in which the coach and teacher work together as equals to improve teaching and learning." Across our team of elementary, secondary, and P–12 technology coaches, we utilize a range of research-based practices, including Impact Cycles, peer coaching, modeling, co-teaching, and the sharing of best practices to support the advancement of district goals, strengthen pedagogy and curriculum, and, most importantly, enhance student learning.

Our coaching model fosters a culture of reflection, trust, and continuous growth, where teachers and coaches partner to improve practice in meaningful and measurable ways.

Addressing the Needs of Students with Specific Learning Needs

Professional development activities are provided for all professional staff and supplementary school personnel who work with students with disabilities and/or English as a New Language to assure that they have the skills and knowledge necessary to meet their specific needs. The professional development activities include, but are not limited to, participation in:

- after-school workshops provided by district staff, administrators, Nassau BOCES, Oceanside Teacher Center
- summer institutes and training sessions
- conferences offered by professional organizations
- district-based training programs
- workshops, conferences and meetings scheduled for new teacher orientation, opening day conferences and Superintendent's Conference Day
- faculty, grade-level, and department meetings
- graduate-level courses offered on-site, online, or at local universities

In planning the professional development program for all staff and supplemental support personnel, the District assures that various topics related to working with students with disabilities are addressed, such as, IEP development and implementation, CSE procedures, testing accommodations, research-based interventions, differentiating instruction, curriculum adaptations, co-teaching methodologies, behavior management, applied behavior analysis, language acquisition, instructional technology, social skills development, disability awareness, and other related skills.

District Goals

The district has identified goals and objectives for the 2026-2027 school year. The goals are posted annually on the district's website and presented to the community at the BOE meetings. These goals and objectives were based on:

- An analysis of the Needs Assessment developed in collaboration with the Oceanside Professional Learning Center
- Professional Development Impact Reports/Workshop Evaluations
- School Report Card/Data Analysis
- New York State Learning Standards and Regulations

Teacher Leadership

Oceanside's Professional Development Plan represents our core belief that teacher leadership plays an integral role in developing successful programs and ensuring student success. Our plan includes various opportunities for teachers to assume leadership roles and by doing so, sharing accomplished practice and positively impacting the professional learning of others. We have highlighted numerous pathways to leadership below. These pathways, among others, reflect our firm belief in the important role teacher leaders play in our quest for the advancement of teaching and learning in our educational community. We remain steadfast in our commitment to further developing and cultivating opportunities for teacher leadership.

Pathways to Leadership

Mentoring:
Our mentoring program uses face-to-face observations through which mentors work as a cadre offering multi-year support to probationary teachers. Our teacher induction program recognizes the strength of seasoned teachers, including Nationally Board Certified Teachers (NBCTs), as leaders in delivering mentoring. The Mentor selection process is facilitated in partnership with the Assistant Superintendent's Office and the Oceanside Professional Learning Center.

PD Instructors, Facilitators, and Developers:
Our teachers participate in hours of professional development (PD) as a means to strengthen their practice throughout their career. This Professional Development Plan outlines the various types of professional learning we offer, which includes a robust PD Catalog and staff development days. Teacher leaders serve as PD developers, instructors, and facilitators, playing an integral role in designing and delivering this professional learning. In addition, we have established Teaching & Learning Coaches who dedicate their time to the advancement of district goals regarding pedagogy and curricula. They support accomplished teaching through peer coaching and the purposeful sharing of best practices.

Instructional Coaches:
Our PreK–12 instructional coaches serve as teacher leaders, partnering with colleagues to strengthen practice and support student learning across the district.

Grants:
We apply for and have received multiple grants to support our work with NBCTs, Mentoring, and our NYS Professional Learning Center. This enables us to further utilize the strengths and knowledge of our teacher leaders for innovative work with curricula and to refine teaching and learning. This also allows for supporting vertical articulation and ideas for special projects that emanate from teacher leaders.

Outreach:
Our administration and teaching staff are supported as they create, share, and deliver presentations and staff development at local, regional, state, and national conferences. We aspire to ignite new ideas and strive to master cutting-edge teaching protocols.

Advanced Study and Doctoral Pathways: The Oceanside School District supports educators pursuing advanced study, including Ed.D. programs, through regional trusted partners. These opportunities deepen expertise in instructional leadership, curriculum, and school improvement while aligning to district priorities. Participants are encouraged to share their learning, contribute to professional development, and serve as teacher leaders within the district.

OCEANSIDE UNION FREE SCHOOL DISTRICT

Oceanside, New York

Oceanside Mentoring Program

The Oceanside School District adheres to State Education Regulation (8 NYCRR §102.2[dd]) that a Mentor be provided for new teachers who hold initial certificates and are new to the field of education. Therefore, in accordance with the Oceanside Tenure Attainment Plan, a Mentoring Program has been established for all new teaching staff, including those teachers who have experience and are new to the Oceanside School District. With the support of the Oceanside Professional Learning Center, this plan reflects APPR, the Oceanside Teacher Leadership Continuum, the NYSUT Alignment of APPR and National Board Certification, and the National Board's framework What Teachers Should Know and Be Able To Do.

The purpose of the Oceanside Mentoring Program is to increase the number of Mentored Teachers who attain tenure and to improve the Mentored Teacher's capacity to assist students in achieving success, with respect to the NYS Learning Standards, District Standards, as well as to embrace the District Goals of Belonging and Success for all. This pathway to tenure attainment is part of a career trajectory, in which all teachers have access to the skills of accomplished practice.

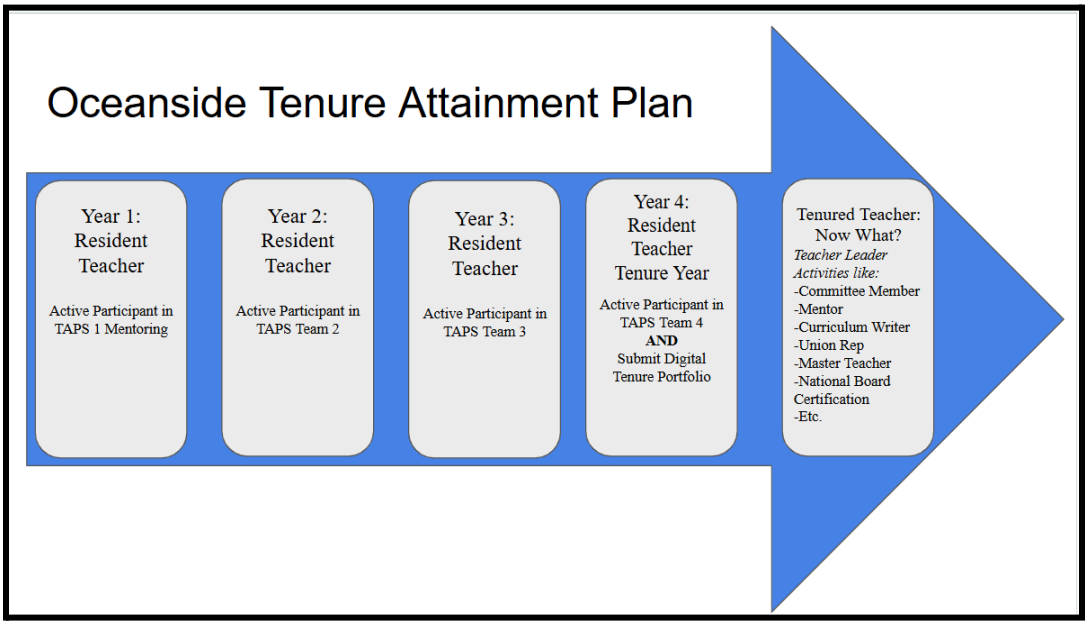
*Accomplished Teachers have demonstrated:

- Commitment to Students and their Learning,
- Knowledge of the subjects they teach and how to teach those subjects to students,
- Responsibility for managing and monitoring student learning
- Systemic thinking about their practice and ongoing self-reflection, and
- Membership in a Learning Community.

In the first year of employment, all Mentees; full-year probationary teachers who hold initial certificates and are new to the field of education, are required to participate in the Mentoring Program. Oceanside's Mentoring Program requires face-to-face meetings. Mentees will be paired with trained and skilled Mentors. In Oceanside Public Schools, we have a unique four-year Tenure Attainment Plan Step (T.A.P.S.)

It is the goal of the Oceanside School District to provide support for teachers along the Tenure Attainment Plan and the pathways to teacher leadership, developing our Mentees to reflective tenured faculty, creating pathways for accomplished teaching and National Board Certification, and supporting the growth of our Teacher Leaders as School Leaders.

In years 2-4, Mentees will participate in group mentoring which will include several face-to-face meetings. As technologies emerge, we can provide various professional learning opportunities for the TAPS participants.



Teachers who would like to be Mentors are selected by an application process. Eligible candidates include both NBCTs and Accomplished Teachers who will serve as leaders and models for continued professional development and accomplished practice.

General Requirements of the Oceanside Mentoring Program for All Mentees
To meet the state requirements for mentoring, all Mentees must:

- Attend all mandated mentoring PDPs/mentoring face-to-face/virtual sessions as scheduled for their respective TAPS year.
- Thoughtfully and consistently interact with their Mentor through ongoing, two-way discussions.
- Submit a signed attendance sheet to the designated Mentor liaison.

Satisfactorily completion of requirements is necessary to meet the NYS certification mandates and receive district PD hours.

General Requirements of the Oceanside Mentoring Program for All Mentors
To meet the state requirements for mentoring, all Mentors must:

- Attend and participate in all mandated mentoring PDPs, per the Liaison calendar.
- Provide confidential, non-supervisory mentoring to the Mentee.
- Communicate concerns to the appointed Mentoring Liaison or Coordinator for the TAPS level.
- Engage in ongoing, two-way discussions with Mentees beyond the face-to-face sessions.
- Mentors will receive a yearly stipend.
- Submit a monthly attendance log as designated by their respective Mentor coordinator(s).
- Meet with the Mentee regularly.

Role of All Mentors

The primary role of the Mentor is to provide support to the Mentee. This support shall consist of elements such as:

- Assisting in the identification of the Mentees needs
- Familiarizing the Mentee with school-based and district-wide routines, procedures, and requirements
- Sharing common planning time whenever possible to assist the Mentee in presentation, pacing, and effective communication skills
- Discussing informal classroom inter-visitations
- Modeling effective strategies and communication
- Serving as a coach and supporter of the Mentee
- Acting as a confidential, objective, collegial coach
- The understanding of the stages of development of a new teacher
- Participate in ongoing opportunities for Mentor Professional Learning as per the calendar
- Engaging in reflective practice as a Mentor, thus participating in the evaluation of the Mentor program and his/her effectiveness as a Mentor

In addition, the Mentor will work with the Mentee in the following areas:

- Documenting Professional Practice
- Student Record Confidentiality
- Lesson Planning
- Record Keeping
- Understanding and preparation for observations and evaluations
- Appropriate use of Digital Resources & Technology
- Addressing student behavior through use of strategies and collaboration
- Observation and Evaluation Process
- Knowledge of Domains 1-4
- Behavioral Strategies
- Classroom Management
- Use of Equipment
- Reflective Practice
- Learning Styles Inventory
- Parent Meetings/Conferences
- Parent Communication –verbal vs. written
- Differentiated Instruction
- Authentic Assessment
- Literacy – District Adoptions/Programs
- Integrated co-teaching model, ELL
- IEPs, CSTs, CSEs, Section 504s, Report Cards, AIS, modifications
- Forms (Conference, Referrals, etc.)

Confidentiality

The primary role of the Mentor is to provide support, not supervision. The program consists of elements such as: sharing of ideas, coaching, and reflective dialogue techniques. The program requires a commitment of time and energy to help the Mentee grow professionally. It is not the Mentor's role to formally evaluate the Mentee at any time. Any information obtained by the Mentor is completely confidential between the Mentor and Mentee and will not be shared with supervisors/administrators, nor will it be used in the evaluation of the Mentee. Supervisors/Administrators will be instructed not to engage with Mentors concerning their work with Mentees unless withholding the information would pose a danger to the life, health, or safety of students or school staff, where information emerges that the new teacher has been convicted of a crime, or where information emerges that raises a reasonable question regarding the new teacher's moral character.

Criteria for Mentor Candidates
Mentors in the Oceanside Mentoring Program must be tenured and demonstrate accomplished teaching practice.

- A proven track record of student success
- Leadership and collegiality among their colleagues
- The ability to establish a comfortable, confidential setting with new teachers
- Effective interpersonal skills with colleagues, students, parents, and administrators
- The ability to develop objective ways of talking to Mentees in a non-judgmental, analytic, and reflective manner
- A willingness to acquire and share new ideas
- Demonstration of continuous professional development; "lifelong learning"

There are two pathways for becoming a Mentor:

Pathway 1: NBCT Pathway
Mentors must demonstrate:

- Attainment and maintenance National Board Certification (NBCT status)
- Participate in TAPS Leader Fall & Spring meetings
- The completion of the *TAPS Preparation Course* (6 hours) to be given by the district during the spring/summer

OR

Pathway 2: Trained Mentor Pathway
Mentors must demonstrate:

- Five years of teaching experience
- The completion of the *TAPS Preparation Course* (6 hours) to be given by the district during the spring/summer
- Participate in TAPS Leader Fall & Spring meetings

*Teachers who have completed the Required Mentoring Courses prior to the new 2020 qualifications are also qualified to serve as mentors.

Selection Process for Mentors
At the beginning of the Mentoring Program, the District Office will distribute the matches recommended by the TAPS Coordinating Team teachers and administrator liaisons to each building's Shared Decision-Making Team (administrative and teacher members only) for review and approval. The Shared Decision-Making Team reserves the right to interview candidates or accept the recommendations. Following approval by the Shared Decision Making Team, the PDP Mentoring Subcommittee will approve and finalize TAPS Year 1 Mentor-Mentee matches prior to the September Mentoring Kick-Off meeting. The PDP Mentoring Subcommittee reserves the right to interview candidates, should they choose. For TAPS Years 2-4, the selection of qualified mentors will be made by the TAPS Coordinators in concert with the administration.

Those teachers selected as Mentors demonstrate:

- Mastery of pedagogical skills
- Knowledge of Learning Styles
- Use of instructional technology
- Successful strategies in classroom management
- Use of differentiated instruction within the classroom to meet the needs of all students; i.e., at-risk, special needs, gifted, ELL, etc.
- Knowledge of the application of brain-based teaching to classroom instruction and student success
- A personal commitment to lifelong learning
- A personal vision of high-quality education
- A strong commitment to one's professional growth by participating in related workshops and involvement in the school community
- Knowledge of current research, standards-based teaching, and assessment

Mentor Training
Every effort will be made to provide training for all Mentors during the spring/summer. Course content will reflect the Master Teacher Mentoring Program and include:

- Documenting Professional Practice
- Confidentiality
- Non-Evaluative Observation Techniques
- Methods of Modeling
- Adult Learning Theory
- Coaching Competencies
- Keeping Weekly Logs
- Reflective Practice
- Learning Styles Inventory
- Elements of Effective Instruction
- Coaching Competencies
- Technology in Education
- Working with a Resistant Teacher
- Brain-Based Teaching

Role of Mentoring Liaison & Program Coordinator(s)
A teacher has been assigned by the OFT as Mentoring Liaison and teachers(s) will be assigned as Mentoring Program Coordinators. These teacher(s) will be available as a consultant(s) to Mentors and will conduct meetings during the year, for a minimum of six hours, to include Mentors and/or Mentees. These meetings will be scheduled outside the school day. They will work closely with the Assistant Superintendent for Curriculum, Instruction, and Technology and with the OFT. The compensation for these positions will be the crediting of 6 non-mandated hours of staff development.

Role of the Principal and Supervisors
Principals and Supervisors naturally play a key role in supporting the Oceanside Mentoring Program. As guides, coaches, and motivators, they are critical stakeholders who work with Mentees and Mentors toward a common goal. The principals and supervisors can provide support by:

- Developing schedules for Mentors and Mentees that will provide, whenever possible, common planning time, and opportunities for observations.
- Serving as a source of information regarding the operation of the building, completion of forms, and general practices of the district.
- Assisting members of the staff in understanding the importance of confidentiality within the Mentor Program.
- Participating in the original screening committee of the Mentor Program
- Providing guidance and support for the Mentor Program and by encouraging excellence in teaching.

Program Evaluation
The purpose of the program evaluation is to determine the effectiveness of the Mentoring Program. The evaluation will consider the impression of the program's participants as well as their personal and professional growth.

The district will assess the extent to which the program has benefited both Mentors and Mentees in the following ways:

- Mentors and Mentees will review their annual growth.
- Written evaluations will be completed by Mentors and Mentees.
- Reflective and open-ended evaluations will be conducted through informal dialogue and formalized group means facilitated by the Mentoring Coordinator(s) for the purposes of program continuation and growth, need for change, and future planning.

The effectiveness of the district's implementation of essential components of the Mentor Program will be assessed in the following ways:

- Mentors and Mentees may make arrangements with supervisors for in-person purposes of peer observations.

Appendix A

Oceanside School District

Continuing Teacher & Leader Education (CTLE)

Who falls under the CTLE mandate and what is their requirement?

Educators with *Permanent* Certification:

These are educators who ARE NOT subject to the CTLE requirement but ARE subject to the registration requirement, which means:

- **They must register on TEACH on or before their birthday every five years.**
- **Educators can register for their next registration period beginning six months before their registration period expiration date. They can view their registration expiration date by clicking on "Account Information" on their TEACH home screen and checking the "Registration Information" section.**

Educators with *Professional* Certification:

These are educators who ARE subject to the CTLE requirements, which means:

- **They must register on TEACH on or before their birthday every five years.**
- **Educators can register for their next registration period beginning six months before their registration period expiration date. They can view their registration expiration date by clicking on "Account Information" on their TEACH home screen and checking the "Registration Information" section.**
- **They must participate and show proof of 100 hours of professional development every 5 years**
    - 15% must relate to ENL (15 hours over 5 years)

Examples of educators <u>who do not need</u> to complete the CTLE requirement include those who:

- Hold <u>only</u> Permanent certificate(s)
- Hold a Statement of Continued Eligibility (SOCE) and Permanent certificate, and do 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 <u>do not</u> 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 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.

How will OSD teachers (*professional* certificate holders) obtain proof that they have met their CTLE 100 hours in 5 years requirement?

- OSD meets the SED requirement of maintaining records for 8 years via MLP.
- As of February 1, 2017, all PDP workshop participants have access to printing the CTLE Certificate of Completion via MLP for workshops taken.

Teacher's Obligations: Henceforth, teachers must retain a paper copy for their own records of all certificates of completion for PDP workshops, grade level meetings, department meetings, Faculty Meetings and Staff Conference Days they attended. Grade level, Faculty, and Department Meetings, and Staff Conference Day certificates will be available on MLP each year in June.

Teachers must keep track of their own hours and ensure that they meet the 100-hour requirement.

Appendix B

OCEANSIDE UNION FREE SCHOOL DISTRICT

Log For 1:1 MENTOR TEACHER/MENTEE

Please submit a copy of this log on the last day of each month to your building principal and keep a copy for your files. All completed logs and vouchers must be submitted to the Curriculum Office at the end of the Mentoring process for payment. **All discussions between mentor and mentee should support the Mentees' needs, the focus areas of the Tenure Attainment Plan Steps, and topics of the mentoring meetings.**

MENTEE TEACHER NAME _____ School_____

MENTOR'S NAME_____ School_____

Date	Time	Mentor's Initials	Mentee Initials

Principal Signature & Date _____

Mentor Signature & Date _____

Mentee Signature & Date_____

Appendix C

O C E A N S I D E S C H O O L D I S T R I C T

To: All Staff

From: Diane Provvido, Assistant Superintendent for Curriculum, Instruction & Technology

CC: Jason Manning, Oceanside Professional Learning Center

Date: July 1, 2026

Re: Online Courses

Oceanside School District, in partnership with the Staff Development Policy Board, is committed to upholding the highest standards for professional development, including for courses provided online. This memo outlines information for faculty who wish to enroll in online courses as part of their career development plan and the process we will use to determine whether an online course offers high-quality professional development and rigor.

The Oceanside School District recognizes the emergence of online synchronous and asynchronous courses as a means of educator professional development. As such, faculty may pace participation in online courses at their discretion. Prior approval must be obtained from the faculty member's supervisor, director, or principal using the electronic **Course Request Form (**Appendix D**)** found on Frontline for all **approved/vetted** online coursework.

Courses from Trusted Partners:

The following providers of online courses will serve as *trusted partners* and as such, will be approved:

- All NYSTC course offerings and NYS Teachers Online Academy (in-service)
- NYSUT, BOCES, SUNY, CUNY
- Graduate Credit courses offered directly by any accredited university (e.g. Molloy, Adelphi, Hofstra, LIU, etc.)

Courses NOT from Trusted Partners:

All other online courses that have *already* been vetted and approved will be listed on the OPLC Website. Courses listed will be approved for others wishing to take any one of the courses going forward.

For all other online courses that have not yet been vetted and approved, the established online course approval process will be in effect:

- All non-vetted online course applications shall be submitted for prior approval through Frontline (this process is no longer paper-based) using a **New Online Course Application (**Appendix D-Scroll down**).**
- Course syllabus and/or scope and sequence as well as course dates must be uploaded with the application.

Online Course Standards and Expectations:

Since the virtual classroom experience consists of an exchange of ideas and discussion that cannot be repeated, it is expected that members of the Oceanside School District will be punctual, in an environment appropriate for learning, focused, and participatory. Please note that attending synchronous online courses means your ***camera is on***. Driving and multitasking ***are not*** acceptable attendance.

Educators share a common goal: to engage in professional development that is productive and of high quality, ultimately enhancing student learning and achievement. Continuing education through online platforms is held to these same standards. The processes and expectations outlined above are designed to achieve this goal.

Online Course Completion Timeline for PDP Credit:

To be eligible for PDP credit, all online courses must be completed within six (6) months from the date of enrollment, unless the Oceanside School District specifies a different (shorter) completion timeline for a specific course. This policy supersedes any timelines provided by course providers. Courses not completed within the required District timeframe will not be approved for credit.

Appendix D

QUICK GUIDE TO FRONTLINE FORMS

2026-2027

- ☐ **Professional Development Application:** To be used for submitting a proposal for a professional development course you would like to teach.
- ☐ **Collegial Circle Application:** Must be entered ten days prior to the start date and submitted by **ONLY** one of the participants in the collegial circle group.
- ☐ **Course Request Form:** To be used for an out-of-district, in-service, or graduate course you want to take for credit.
- ☐ **New Online Course Request Form:** To be completed for vetting an online course that has **NOT** yet been approved or posted on the OPLC website.

TO ACCESS:

Log onto Frontline → Professional Growth → Forms → Activity Proposal

Fill in Forms → Course Request Form or New Online Course Application

