



Herricks Union Free School District
Herricks Community Center
Administrative Offices
999 Herricks Road
New Hyde Park, New York 11040-1355
Telephone Number 516-305-8902

**PROFESSIONAL DEVELOPMENT
AND LEARNING PLAN
2026**

Mission Statement of the Herricks Public Schools

Herricks School District, a community of learners, through its educational programs, promotes intellectual curiosity and creative expression, values diversity, and measures success by one's personal development and contribution to society.

**(AMENDED BY THE PROFESSIONAL DEVELOPMENT TEAM – MARCH 26, 2026)
(APPROVED BY THE BOARD OF EDUCATION – JUNE 11, 2026)**

INTRODUCTION

The Herricks Professional Development team has prepared this professional development plan in accord with current regulations of the New York State Commissioner of Education. The specific components of the regulations are as follows:

- By September 1, 2000, and annually thereafter, districts shall adopt a Professional Development Plan (PDP), the purpose of which shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.
- For plans covering the time-period February 2, 2004, and thereafter, each school district shall describe in its plan how it will provide teachers in its employ holding a professional certificate (transitional or initial professional certificates) with opportunities to maintain such certificate in good standing based upon successfully completing 100 hours of Continuing Teacher and Leader Education (CTLE) professional development every five years.
- The PDP shall be developed through collaboration with a professional development team.
- The team shall include the superintendent or his/her designee; school administrators designated by their collective bargaining association; teachers designated by their collective bargaining association and who should comprise a majority of the seats; at least one parent designated by the established parent group; one or more curriculum specialists; and at least one representative of a higher education institute.
- The final determination on the content of the PDP 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 PDP applicable to the current school year.
- Participation in professional development and learning activities outside the regular school day or regularly scheduled working days of the school year shall be volitional for teachers, unless otherwise agreed upon as a term and condition of employment pursuant to collective bargaining.

The Herricks plan centers on the district's belief that the quality of the teaching staff is one of the most important variables for student learning. It summarizes the professional development and learning opportunities offered to the Herricks faculty for professional improvement. The plan acknowledges the need to coordinate the district's professional development activities with the New York State Standards and Assessments and includes strategies and activities for improving the quality of teaching and learning throughout the district.

PROFESSIONAL DEVELOPMENT AND LEARNING GOALS

Staff development in the Herricks Union Free School District is designed to provide all of its educational professionals with the resources and training necessary to address the learning needs of its students. The Herricks Board of Education has demonstrated an ongoing commitment to provide extensive professional development opportunities in an effort to improve and to extend the skills of the professional staff. At the same time, the Board of Education has directed the school district administration to link those professional development activities with the goal of improving all levels of student academic achievement. The Herricks Union Free School District accepts the perspective of the New York State Board of Regents in that it asserts that staff development succeeds when it (1) improves the skills of teachers; (2) focuses on standards and student achievement; (3) links professional development to the attainment of instructional goals; and (4) connects staff development to short and long range school improvement.

The Herricks School District has been described as one of “high student achievement.” At the same time, the district strives to improve upon that performance and to raise the level of student attainment even higher. The Herricks Compact represents the district's steadfast commitment to providing students with a transformative educational experience preparing them for success within our community and beyond. The Herricks Compact embodies the district's core values, the insights gleaned from our strategic plan, and the comprehensive framework of the Portrait of a Graduate. The district's professional development activities are focused around the recommended priority actions from our Strategic Plan to:

- Align the values, beliefs, and practices to the Portrait of the Graduate 6 Cs through common language and a shared sense of purpose with all stakeholders.
- Build systems that will enable the district to focus, unify, connect, and align goal setting systems across the organization.
- Develop a shared vision and practice around student assessment to support student learning.
- Plan proactively to prepare all our students for an increasingly uncertain digital future.
- Meaningfully engage our community to build understanding and support for our Portrait of a Graduate.

Expanding upon the faculty's education base and exposing the faculty to a number of new experiences in terms of their own education are all part of the district's professional development effort.

The goals of the Herricks Professional Development and Learning Plan, therefore, are to:

- Ensure that teachers have input in the selection of staff development opportunities.
 - Provide access to a variety of different staff development opportunities.
 - Connect staff development to district and state initiatives.
 - Connect staff development to student performance.
 - Align staff development to federal and state standards.
 - Provide staff with opportunities for self-improvement.
 - Provide support for new teachers.
 - Provide support for teachers in need of improvement.
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- Support staff in maintaining professional certification.

Needs Analysis

In alignment with those goals and as part of the professional development planning, the district continually analyzes multiple sources of data, including student achievement data such as NYS assessments results, NWEA results, benchmark assessments, reading assessments, and student report cards/transcripts; professional development evaluations and feedback from staff; APPR teacher evaluations; and feedback from consultants and/or parent groups. These data provide information to the district to target more acutely the professional learning opportunities offered.

PROFESSIONAL DEVELOPMENT AND LEARNING STANDARDS

The Herricks District Professional Development and Learning Plan aligns with the guidance provided by New York State. The ten standards for high quality professional development are as follows:

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

PROFESSIONAL DEVELOPMENT AND LEARNING ACTIVITIES

Historically, the Herricks Union Free School District has emphasized the importance of professional development and learning activities, which generally meet the following criteria:

- are related both to short and long-term district goals
- have application in the classroom
- are keyed to national and statewide learning standards
- are related to individual professional goals
- are tied to multiple forms of student achievement data, not just test scores
- are related to student learning needs
- are focused and purposeful
- are connected across disciplines
- are linked thematically throughout the district
- provide differentiated opportunities for staff members at various stages of their careers, and are designed for flexibility, to reflect changing conditions in the school community and develop proficiencies among students and staff

The district provides a wide variety of professional development and learning opportunities through several different venues available to all teachers:

- graduate credit earned through participation in university level coursework
- in-service credit earned through participation in coursework offered by approved outside providers, by the district's own Teacher Center, or by the district itself
- conference and workshop attendance for professional development, which is encouraged and supported by the district
- support for new teachers and teachers changing assignments internally
- contractually required professional development hours supported by the district, which provide avenues for teachers to continue their professional development *In addition to graduate and in-service credit and conferences, each teacher participates in 19 hours of professional development – 11 hours of district design and 8 hours of self-design.
- district-led faculty and department meetings
- district approval of on-line courses for professional development
- district supported initiatives providing professional development during the regular school day, and within the schools
- partnerships with institutes of higher education

Professional development and learning opportunities related to content area toward certification held, pedagogy, or language acquisition addressing the needs of English language learners (ELLs) may be eligible for CTLE hours.

The following summary provides concrete examples of professional development activities and opportunities, which meet the stated criteria and are currently supported by the district:

Graduate Coursework

The district accepts the credits and grants increased compensation for all pre-approved graduate course work completed at the university level, which is supportive of the teacher's role in the school community and classroom.

In-Service Coursework through Outside Providers

The district accepts in-service credits and grants increased compensation for all pre-approved in-service coursework that is supportive of the teacher's role in the school community and classroom. In lieu of increased salary scale compensation, the district also approves pre-approved in-service course work for application towards self-design and/or the State required 100 hours. Examples of this work have included:

- teacher attendance at SUNY New Paltz Science of Reading micro-credential
- teacher participation in a variety of NYSUT courses
- teacher participation in a variety of other established and recognized education programs, such as:
 - coursework offered by the Museum of Natural History
 - coursework offered by the Foundation for Economics Education
 - coursework offered for in-service credit by local colleges and approved providers
 - up to 15 credits of LIIPS classes

Teacher Center

Provides a range of services to support teacher professional learning. The Teacher Center offers courses, workshops, and activities based on the needs identified in the district's annual Needs Assessment survey. These services include opportunities for peer collaboration, classroom observations, and coaching to help teachers improve their practice. Recent programs have focused on implementing Next Generation Learning Standards, refining instructional practice in the areas of literacy, technology, and social emotional support.

- **Collegial Circles:** professional staff gather and share ideas to investigate areas of common concern.
- **Book Talks:** educators engage with each other to discuss current educational literature. These discussions provide teachers the opportunity to explore new research, teaching strategies, and resources that can enhance classroom practice.
- **Graduate Course Offerings:** The Teacher Center collaborates with higher education institutions to offer graduate-level courses for teachers, providing opportunities for advanced studies and professional growth.
- **In-House Courses:** These workshop instructors are staff and administrators who are experts of the student population. Each course provides in-depth study on a single focus topic, which is specific to the needs of the district.

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- **Professional Courses:** These course instructors are out of district instructors which allows for a different perspective of instruction aimed at enhancing teachers' skills and knowledge in specific areas of instruction.
 - **New Teacher Mentoring:** The mentoring program provides quality training throughout the first two years in the profession. The program supports the professional and personal well-being of all staff members.
 - **Transitional Support:** Transitional Support mentoring is provided for teachers experiencing a school building change, grade level change, or change in certification area within the district.
 - **SRP Mentor Program:** Implement to offer Education Support Professionals equitable access to mentoring, professional skill-building, and supportive learning communities that enhance their impact on student learning.

District Curriculum Workshops and Curriculum Writing Projects

The district professional staff is invited to propose curriculum development workshops each year. These workshops focus on specific areas of curriculum development and are generally scheduled during the summer vacation period but may also take place throughout the school year. Funding is provided in the operational budget and through title grants, and the subjects of these workshops are related to areas of curriculum concern based on local and national learning standards, and the specific needs of the district.

District Professional Development Hours

The district provides 11 hours of after-school targeted professional development and learning to every teacher and teaching assistant. These professional development opportunities are developed by the chairs, directors, principals, and the Assistant Superintendent for Instruction and are designed to meet the very specific needs of teachers and teaching assistants in different content areas and at different grade levels. Topics that have been addressed during these hours have included: introducing the NY State Literacy Briefs; discussions with the MS and HS counseling department about crisis response; vertical alignment of the K-12 NYS Art Standards; K-5 articulation with content specialists; retooling libraries; leveraging Nassau BOCES to support Social Studies and Gateway for Herricks Middle School; Do the Math with Teaching Assistants; and co-teaching models both in ENL and special education and content area classrooms.

District-led Faculty and Department Meetings

Every teacher and teaching assistant participates in monthly district-led faculty and/or department meetings. The meetings, besides the dissemination of information, provide professional development, insight into important district initiatives, enhance building or department goals, teaching, and learning and build collegiality. Among the varied topics, the meeting agendas may highlight best pedagogical practices, including the examination of student work, curriculum content, interventions and resources, and data analysis.

District/Superintendent Staff Days

District/Superintendent Staff Days provide K-12 educators with the opportunity to participate in various professional learning. Staff day agendas are developed from feedback of the staff and district, building, and department goals. Professional development may include:

- Integrating Technology into the K – 12 Classroom
- Cultural Proficiency
- Overview of Multi-tiered Systems of Support (MTSS)
- Utilizing Data to Improve Instruction
- Aligning K-12 Literacy Skills
- APPR Implementation (Learning Targets and Success Criteria)
- Next Generation Mathematics and ELA Learning Standards
- Next Generation Science Learning Standards/ Grades 3-8 Science Investigations
- New York State Social Studies Framework
- Computer Science and Digital Fluency (CSDF) Standards
- Portrait of a Graduate Competencies
- Language Acquisition

Self-Design Professional Development Hours

Every teacher in the district engages in 8 hours of professional development that the teacher, in conjunction with his/her department chair and/or principal, designs to support a particular area of study of importance to the teacher. These hours are also completed outside of the regular school day and may be an extension of the work topic being addressed during the district design hours, on a topic suggested by the district or immediate supervisor, or on a topic of particular interest to the teacher. Some areas the teachers have recently addressed through the use of self-design hours include how to integrate AI in the classroom and Building Thinking Classrooms. Teachers can also use self-design hours to develop awareness and understanding of the cultural influences of our students to support a welcoming and affirming environment as per CRSE Principle 1.

Professional Conference Attendance

The district encourages and supports the participation of its teachers in a wide number of professional conferences. These conferences are sponsored by the New York State Education Department and/or Nassau BOCES, as well as by national and regional professional associations and organizations of higher education. Faculty members are expected to share information with their colleagues following their participation. Teachers are also encouraged to be presenters at various professional conferences.

Specified Staff Training

In recognition of the changing needs of students and New York State's multiyear roll-out of the Next Generation Learning Standards, the district provides increased specialized training of professional and support staff in a variety of areas. Recent trainings by both in-district and outside providers and consultants have included:

- Implementation of Programs and Resources such as:
 - Advancing Literacy, Teachers College for K-12 teachers, during the school day through site days, at after school workshops and through attendance at conferences
 - Second Step Anti-Bullying Program

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- Branching Minds for Maintaining Documentation of MTSS
 - Magma Math
 - Instructional Approaches and Strategies such as:
 - Supporting English Language Learners (Amanda Seewald)
 - Use of Technology Tools that Assist with Communication, Assessment, Feedback, Management, Presentation, and Collaboration (Technology Department)
 - Behavior Intervention Workshops for Teaching Assistants
 - Code HS K – 12
 - DaVinci Collaborative for Workshops on K – 12 Co-teaching and K – 5 Executive Functioning
 - Required Compliance, Health and Safety
 - DASA Training – Recognizing and Responding to Bullying, Cyberbullying, and Harassment
 - Review of the Code of Conduct
 - Sexual Harassment
 - Epipen and AED
 - Annual Compliance Training for Staff Regarding Computer Use Policies, Digital Security and Protection, and Student Data Privacy, Mental Illness and Disorders
 - CPI Training for Various Faculty and Staff
 - Know Be4 Cyber Security Training
 - Social Emotional Learning Support and Behavior Strategies and Practices
 - Supporting Mental Health for Students through our Affiliation with Northwell
 - Bereavement Counseling
 - Second Step
 - NY State Education Restorative Justice Practice
 - NY State Education Restorative Circles
 - Rise Up and Renew—How to Prevent Compassion Fatigue (Laura Campbell)
 - NYSUT Sticks & Stones Workshop
 - Community Building Training with Transportation and Cafeteria Staff
 - Social Studies; World Outside My Shoes Presentation by Carl Wilkens
 - New York Peace Institute

Teachers build upon the topics covered in these trainings through participation in activities that support the integration of academic content and access to educational opportunities.

- AP (Advanced Placement) and honors course work in the form of in-house summer workshops and attendance at College Board Summer Institutes.
 - Training was provided to all teachers in best practices and differentiating instruction for ENL students.
 - Collaboration of general education and special education teachers received training in models of co-teaching.
 - Guidance Counselors' College Visits
 - The use of NWEA data and programs to inform individual classroom instruction.
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- Special Education and related service providers in grades K – 12 participated in various workshops focused on writing more measurable IEP goals.
 - IDW Training for Administrators

Colleague Visitations

Teachers are provided with opportunities to engage in intra-visitation with their colleagues in order to enhance professional development collaboration, reflection and turnkey training. Visitations are also available for visits outside of the district. The Teacher Center grants support some of these visitations.

Teacher Release Time

Each year the district provides opportunities for in-house professional development and learning during the school day in the form of release time for teachers to work with their department chairs, their colleagues, or outside consultants on areas of immediate concern for student achievement.

District New Teacher Orientation/District Induction/Mentoring

In addition to the mentoring and transitional support described under the heading of Teacher Center, the district offers new teachers and administrators an orientation over three days that introduces them to the community, their colleagues, and the policies and procedures of the district. In conjunction with this orientation to the Herricks Union Free School District, new teachers are introduced to a wide variety of instructional techniques, to the use of the various paperless data and reporting systems in use in the district, and to the instructional technology available in the classrooms. New teachers are also invited to attend specialized workshops for new teachers during the year. New hires, with professional certification, may receive up to 30 hours towards their CTLE requirements.

Student Support Initiatives

The district supports and encourages a variety of meetings, district-wide conferences, and workshops with respect to meeting the needs of Herricks' student body. Topics may include understanding the special education/CSE process, the teaching of English Language Learners, understanding the Gemini (gifted and talented) student, providing academic intervention services, training for general education teachers in autism awareness, and training in instructional intervention strategies for special needs students. Bullying and cyberbullying prevention workshops at all schools promote a positive school climate. Attendance is also encouraged at workshops addressing cyberbullying awareness and education in character development.

Technology

The district recognizes the pivotal role of technology in enhancing educational outcomes and remains committed to the ongoing integration of technology across all grades and levels. This commitment is reflected in the continued implementation of the 1:1 Chromebook program for students in grades K-12, supported by robust Wi-Fi infrastructure and network capabilities.

A key focus of the district's professional development plan is to empower educators to effectively leverage technology in classroom activities, assessments, and to expand learning opportunities for all students. Technology leaders and coaches provide targeted support to

teachers, facilitating the integration of digital tools to enhance instruction. Special attention is given to utilizing technology to ensure curriculum accessibility for special education students and English language learners.

Recent achievements include the successful implementation of a new district-wide communication platform, which has significantly streamlined communication and fostered two-way engagement with families. Furthermore, the expansion of student creation tools has provided students with authentic audiences and increased choice in demonstrating their learning.

Acknowledging the diverse technological proficiency among staff, the district is committed to providing ongoing, differentiated training to meet the individual needs of all educators. New initiatives include comprehensive training and integration of artificial intelligence tools for both students and staff, as well as the development of a unified computer science curriculum aligned with the recently adopted New York State Computer Science and Digital Citizenship Fluency Standards. These standards encompass key areas such as Computing Impacts, Computational Thinking, Cybersecurity, Network Systems and Design, and Digital Fluency.

The District Technology Team will take the necessary steps to execute the strategic vision outlined in the Herricks Instructional Technology Plan, emphasizing the importance of technology use for both staff and students in schools.

Higher Education Initiatives/Partnerships

Through a formal partnership established with Hofstra University in 1996, approximately 30 student teachers and observers are placed each year in the district's classrooms. Cooperating teachers have had the opportunity for training and reflection on their role in the preparation of teachers. In return for their work with student teachers and observers, Hofstra provides Herricks teachers with stipends. In addition, Herricks has participated in Hofstra's post-student teaching Internship Program which provides spring semester support role employment in Herricks classrooms after the conclusion of student teaching in December or January. University faculty also have conducted faculty seminars for Herricks teachers and serve as a resource for them in areas such as data analysis, differentiated instruction, technology classroom applications, and guidance in assessment and reflection of classroom practices.

Herricks also works with other universities, including Adelphi University, Molloy University, New York Institute of Technology (NYIT), St. John's University, and SUNY Cortland to place student teachers and observers.

STUDENT ASSESSMENT AND ACHIEVEMENT

The Herricks School District continuously analyzes student performance using various data sources, including statewide assessments in English, math, and science, Regents exams, AP course participation, and college placement data. Participation in EdLeader21 and the Tri-State Consortium enhances this process by providing tools to assess 21st Century Skills and opportunities for performance-based assessments, as well as valuable insights from other schools.

The district maintains a comprehensive database through Data Warehousing, incorporating standardized test results from elementary to high school levels. This database, accessible via the district's telecommunications network, helps teachers identify trends, strengths, and weaknesses to inform instruction. Tools like NWEA and SchoolMeter provide detailed achievement data and comparative analyses with other districts.

Data analysis focuses on curriculum strengths and weaknesses, with results disaggregated to identify students' performance relative to state standards. Early intervention is facilitated by monitoring performance tests, enabling the identification of students needing academic support before high-stakes testing.

Teachers review statistical outcomes during regular meetings and workshops, using the data to adjust instructional practices and curriculum. Grade-level and department meetings, as well as interdisciplinary child study teams, use test data to plan targeted interventions and modify the curriculum to meet student needs. The inclusion of students and parents in these discussions through accessible grade portals further enhances goal-setting and academic progress monitoring.

In addition to traditional measures of academic success, programs like Career and Care Day at Herricks High School offer meaningful opportunities to assess student achievement through engagement, agency, and readiness for post-secondary pathways. This student-driven event provides over 90 sessions in career exploration, mental health awareness, and employment opportunities, developed in collaboration with staff, students, parents, and community members. A staff-designed digital platform enables students to personalize their schedules, aligning with their interests and goals. By promoting real-world connections and 21st-century skill development, Career and Care Day serves as a performance-based learning model that complements the district's academic assessment strategy.

Overall, data analysis at Herricks has significantly contributed to staff development and improved instructional practices, ensuring all students can achieve their potential.

CONCLUSION: LOOKING AHEAD

As much as the Herricks district's professional development and learning plan is a summary of past curriculum goals and practices, it is also a plan for the future. The Professional Development Plan Committee recommends the following areas for professional development and learning to be explored, refined and/or studied.

- Ongoing formal connections between the New York State and Next Generation Learning Standards and Herricks' expectations of excellence and achievement designed to support and prepare teachers through the transition to Next Generation Learning Standards including the integration of the new learning standards into existing curriculum, as well as the revision of curriculum.
- Analysis of NWEA data to inform classroom instruction and assessment.
- Continued partnership with Battelle for Kids (formerly EdLeader21) to provide insight in developing assessments for the Portrait of a Graduate competencies.
- Incorporation of the Herricks Portrait of a Graduate 6Cs into our curriculum and classroom instruction.
- Implement priorities from the Strategic Plan to enhance current instructional practices and build capacity in foundational techniques and strategies that:
 - Continue Building on Learning Targets
 - Implement Assessment/Success Criteria
 - Continue to Provide Academic and Behavioral Supports
 - Implement the Use of AI for Learning; AI Tools; New Smart Boards
- Branching Minds/MTSS Plan Roll-out for Grades K – 8
- Survey students via Panorama Review, supported through Title II grant funding, to provide the district with actionable data on students' sense of belonging and well-being.
- Use of Branching Minds as the district system to document MTSS interventions and progress monitoring.
- Deeper dive into Principle 1 of the NYSED Culturally Responsive-Sustaining Education (CR-SE) framework to create student-centered learning spaces.
- Supported through Title IV funding, implement restorative justice practices and restorative circles to mitigate discipline referrals.
- Continued partnership with the Tri-State Consortium for the 2026-2027 school year, providing a vehicle for program and district, as well as participation in professional study groups.
- Continued association with the Foreign Policy Association (FPA) in an ongoing effort to strengthen and broaden our students' awareness of international issues and events. Invitations to staff and students to attend FPA lectures and activities are additional activities that further the connection between the FPA and Herricks.
- Ongoing review and continued development of a subject-integrated and grade-articulated instructional technology curriculum.
- Continue to stay on top of innovations in the field of educational technology and assess trends wherever relevant and applicable to enhance the learning experience.
- Continue to integrate technology into teaching and learning, create inclusive and technologically enhanced learning environments, upgrade devices for students and staff,

and provide effective professional development to ensure educators and leaders are proficient in technology integration.

- Providing ongoing digital citizenship lessons throughout the district's curriculum to ensure students understand online safety and positive online experiences.
- Continue to meet with grade-level and departmental groups to ensure the effective application of the CSDF standards and pertinent applications/software.
- Focus on strengthening the Chrome book 1:1 initiative by refining procedures, guidelines, and enhancing our comprehensive professional development plan to support staff and students.
- Provide resources to teachers and staff to support the implementation of the New York State K – 12 Computer Science and Digital Fluency Learning Standards, ensuring they have the tools needed to effectively integrate technology.
- Analyze technology and software usage to adapt to the evolving needs of teaching and classrooms, ensuring that both staff and students benefit from the latest advancements in educational technology.
- Incorporation of current educational research data into the district's staff development activities with a special emphasis on classroom instruction, Next Generation Learning Standards data analysis, and progress monitoring
- NYS Science Learning Standards (NYSSLs) Trainings to Transition to Earth and Space Sciences, Biology, Chemistry and Physics
- Creation of ENL Online Modules for Teachers to Address the Needs of our ELLs/MLLs
- Continued Training on Online Registration Process (District Registrar and Building Clerical)
- Assess and evaluate technology trends and innovative practices for the purpose of acquiring or assimilating respective tools and software.
- Continued alignment of professional development in order to support APPR (Annual Professional Performance Review) and the objectives of APPR.
- In-House Turnkey Trainers
- K-12 Numeracy Briefs by NYS
- NYSED Personal Finance Curriculum Mandate

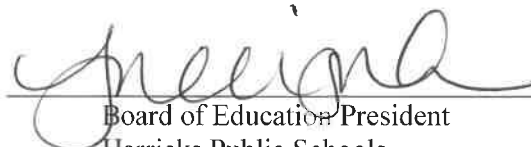
APPROVED BY THE PROFESSIONAL DEVELOPMENT TEAM: MARCH 26, 2026

PROFESSIONAL DEVELOPMENT TEAM

K. Elizabeth Guercin	Assistant Superintendent for Instruction
Danielle Mammolito	District Administrator
Lily Ho	Building Administrator, Primary
Bryan Hodge	Building Administrator, Secondary
Stephanie Knowles	Subject Chairperson (Special Education)
Christina Doscher	Teacher, Secondary
Kelly Morenus	Teacher, Secondary
Nicole Fagnani	Teacher, Primary (Gr K-2)
Jessica Henry	Teacher, Intermediate (Gr 3-5)
Rosemarie LaMarca	Curriculum Specialist, Herricks Teacher Center
Tammy Smiley	Community Member
Kishuwa Chowdhury	PTA Representative, Secondary (HS/MS)
Yvonne Lo	PTA Representative, Elementary
William C. Anderson	Associate Dean, External Relations and Field Placement, School of Education, Hofstra University

Date

6/11/24


Board of Education President
Herricks Public Schools

Appendix A

CONTINUING TEACHER AND LEADER EDUCATION (CTLE) RECORD KEEPING REQUIREMENT

Effective 2016-2017 and thereafter all professional certification holders (holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders) must participate in 100 CTLE hours of professional development during the registration period. Hours must be taken by an approved CTLE provider found here, <http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>.

The Herricks School District utilizes Frontline (formally known as My Learning Plan) to maintain all educators professional development activities. Included are district activities such as Superintendent Staff Conference Days, mentor/mentoring hours, workshops and Teacher Center courses. Also maintained are out-of-district conferences, graduate and in-service course requests, approval and attendance confirmations for all educators.

Completion certificates are available through Frontline for staff members to print once their attendance has been confirmed for a workshop/course provided by the Herricks School District. The completion certificate includes; authorized provider number, employees date of birth, title of the workshop, date(s) the event occurred, number of hours of the workshop and the CTLE activity (pedagogy, content area, language acquisition), and is certified by the Superintendent of Schools.

The Herricks School District maintains records for 8 years for all district activities.

All educators are required to retain their own CTLE records for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request. Educators must keep track of their own hours and ensure that they meet the 100-hour requirement. Teachers and teaching assistants are not required to send documentation of their CTLE clock hours to the NYSED Department for the re-registration process.

English Language Learners Professional Development

- English to Speakers of other Languages or bilingual extension, professional certificate holder, shall be 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 teachers, SBL, and SDL certificate holders shall complete a minimum of 15 percent of the required CTLE clock hours dedicated to 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 such English language learners; and

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- Level III teaching assistant certificate holders shall 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 such English language learners. This plan provides multiple opportunities for ongoing and substantial professional development in order to meet the CTLE requirements and maintain certification.

Teacher Mentors/Mentoring Program

Educators acting as a mentor to a new classroom teacher as part of the district's mentoring program may receive up to 30 hours towards their CTLE requirement in each five-year registration period.

College Coursework

In order for college coursework to be accepted, the course **MUST** be completed during the educator's registration period **AND** the course must be in the content area of a certificate held, pedagogy, or language acquisition. If the college is an approved CTLE sponsor, the college **MUST** award CTLE hours for the course and provide a certificate of completion. If the college is not an approved sponsor, but if the district feels it is acceptable for CTLE under the regulations, the district will provide a certificate of completion.

Out-of-District Approved CTLE Sponsors

Out of District Approved Sponsors of CTLE must issue certificates of completion and maintain records for all CTLE activities. Educators are required to retain CTLE documentations and records for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

NYSED CTLE <http://www.highered.nysed.gov/tcert/resteachers/ctle.html>



**HERRICKS PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT CONSULTANTS
2026-2027**

Asian American Institute for Research and Engagement (AAIRE)
Battelle for Kids
Branching Minds via Nassau BOCES
BOCES – Nassau County
BOCES – Nassau County - Regional Social Studies Curriculum
BOCES – Putnam/Northern Westchester County
BOCES – Western Suffolk County
Braver Angels
Elissa Fern Brown, Gemini Consultant
Carl Ciaramitaro, Page Turner Learning
Dakota AI
Karen DeMauro, The Acting Center
Dr. Patricia DeSpagni, Educational Mathematics Curriculum Consulting
Foreign Policy Association
Herricks District Staff/Turnkey Trainers
Herricks Teacher Center
Laura Campbell, Infinity Growth & Development
Learning Forward Conference
Jennifer Serravallo, Literacy Strategies Consulting LLC
Magma Math
Candi McKay, McKay Consulting LLC
New York Peace Institute, Kailani Capote
Northwell/Herricks Alliance
NWEA Professional Learning
Panorama Education Inc.
Restorative Circles (District)
Schoolinks
Amanda Seewald, Maracas LLC
Sweethearts & Heroes
Tri-State Consortium