



Eastchester Union Free School District Professional Learning Plan

Board of Education Adoption: (June 2026)

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Professional Learning Committee Members

The Professional Learning Committee discusses matters related to curriculum and instruction and professional learning. The Committee meets every other month during the school year.

Cara Dippolito, Middle School Teacher

Courtney Jukic, Middle School Teacher

Carlene Lovecchio, Elementary Teacher

Diana Nikaj, Elementary Assistant Principal

Dayna Orlando, Elementary Teacher

Erin Glindmyer, High School Assistant Principal

Eleni Parisi, Elementary Assistant Principal

Maria-Elena Barbuto, Elementary Teacher

Ryan Carroll, Middle School Assistant Principal

Erin McGee, Special Education Director

Christie Garin-Mileto, Special Education Director

Dr. William Meyer, Assistant Superintendent for Instruction & Student Success

Standing Members

Caitlin Mondelli, Elementary Principal

Chris Welsh, High School Principal

Laura Cappiello, Elementary Principal

Madelin LoBue, Middle School Principal

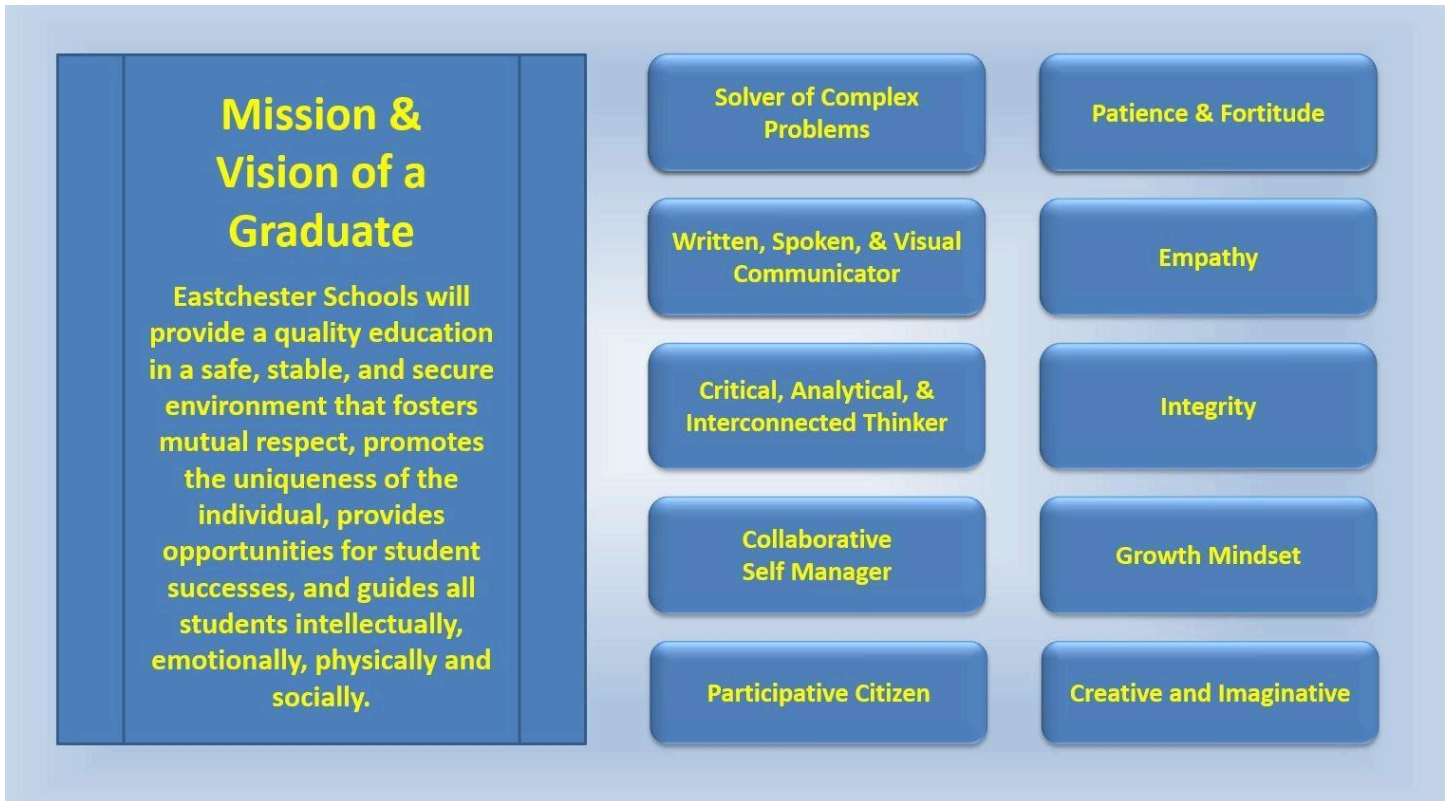
Joanna Sanese, Elementary Principal

Jo-Anne Dobbins, Assistant Superintendent for Pupil Personnel Services

Dr. Alison Villanueva, Superintendent of Schools

EUFSD Mission Statement

It is the mission of the Eastchester Public Schools to provide a quality education in a safe, stable and secure environment that fosters mutual respect, promotes the uniqueness of the individual, provides opportunities for student successes, and guides all students intellectually, emotionally, physically and socially.



Skills of an Eastchester Graduate

Complex Problem Solving

- Effectively analyze and synthesize information to come up with meaningful solutions
- Accurately identify/assess problems, variables & constraints before brainstorming solutions
- Identify challenges and utilize available resources to work toward and/or achieve a solution
- Listen to and integrate a variety of perspectives before making a decision
- Understands multiple perspectives
- Uses iterative and alternative methods to problem solve
- Understands the consequential effects of decisions and applies problem solving models to the process

Communication (Written, Spoken, Visual)

- Articulates ideas clearly and confidently so others can understand
- Demonstrates an awareness of genre, purpose, and audience to write clearly and effectively
- Effectively engages in debate and discussion
- Listens actively and openly
- Develops their own voice and style
- Uses correct spelling, grammar, and conventions

Critical, Analytical and Interconnected Thinking

- Gathers and analyzes appropriate data
- Accesses, comprehends, and distinguishes quality of data
- Evaluates evidence and connects it meaningfully to a claim
- Makes sense of different perspectives and/or different sources of information
- Detects & analyzes point of view and bias
- Listens and understands a variety of perspectives.
- Creates correlations that lead to actionable items.

Collaborative Self-Manager

- Contributes to the team effort
- Works well with others
- Accountable to group & self/responsible
- Actively listens/actively participates
- Demonstrates self-control & self-regulation
- Demonstrates ability to organize tasks and design a schedule of completion

Participative Citizen

- Involvement/leadership in extracurricular clubs, activities, athletic teams, or performance groups
- Involvement in volunteer, service, or mentorship
- Advocates for others and oneself
- Contributes to the community/world; assists in making the community a better place
- Identifies needs/problems and contributing to solutions

Dispositions of an Eastchester Graduate

Persistence and Fortitude

- Takes a more challenging course regardless of grade/outcome
- Utilizes constructive feedback to make improvements
- Overcomes stigmas and perceptions
- Accepts support
- Overcomes challenges (adapting to new technologies and workflow processes)
- Does not give up

Empathy

- Stands up for a peer who has been harassed, bullied, or in need
- Sits next to someone who is alone at lunch table
- Consoles a friend who has lost a loved one
- Listens without judgment
- Seeks to understand the experience of others
- Understands and validates a perspective they may not agree with

Integrity

- Admits wrongdoing and makes amends
- Provides support to others in a difficult situation
- Attributes work correctly to proper sources
- Gives credit to others when appropriate
- Does the right thing, even when it's hard -- and when no one is watching
- Demonstrates honesty -- even if it means they will "get in trouble"

Growth Mindset

- Perpetual learner
- Demonstrates an "I haven't yet" attitude over an "I can't" attitude
- Revises work over time
- Demonstrates willingness to try new things
- Learns from errors or setbacks
- Solicits and applies feedback

Creativity and Imagination

- Participates in arts, performance, music, etc.
- Finds unexpected or unorthodox solutions to problems
- Willingly takes risks and tries new things
- Uses different mediums and modes for expression
- Suggests alternate possibilities

Professional Learning Principles

Many factors contribute to an effective and successful professional learning plan. This plan incorporates the following researched-based principles to guide the professional learning process.

Professional learning will:

- ❖ be an integral part of the District's continuous improvement plan focused on improving instruction and students' learning over time.
- ❖ encourage professional collaboration.
- ❖ be designed to build a climate for growth and success.
- ❖ be supported by adequate resources; time and funding are necessary for quality professional learning.
- ❖ be based on analyses of the differences between actual student performance and goals and standards for student learning.
- ❖ prepare educators to demonstrate high expectations for student learning.
- ❖ be continuous and on-going, involving follow-up and support for further learning, including support from sources external to the school that can provide necessary resources and new perspectives.
- ❖ involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
- ❖ use a variety of approaches and opportunities to accomplish the goals of improving instruction and student success.
- ❖ be research based and provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned.
- ❖ promote reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment.
- ❖ be all inclusive; teachers (including part-time and long-term substitutes), teaching assistants, and all other groups of employees will participate in professional learning.

NYS Professional Learning Standards & Indicators

Standard 1: Designing Professional Development

Standard:

Professional learning 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.

Indicators:

- 1a. Professional learning design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- 1b. Professional learning design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional learning activity.
- 1c. Professional learning design is grounded in the New York State Learning Standards and student learning goals.
- 1d. The intended beneficiaries of professional learning are substantially involved in all aspects of professional learning design.
- 1e. Professional learning design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.
- 1f. Professional learning formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.
- 1g. The format of professional learning incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.
- 1h. Professional learning is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Standard:

Professional learning expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

- 2a. Professional learning includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- 2b. Professional learning provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- 2c. Professional learning provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

- 2d. Professional learning provides differentiated instructional strategies to meet the needs of diverse learners.
- 2e. Professional learning ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- 2f. Professional learning provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Standard:

Professional learning is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

- 3a. Professional learning is based on current research in teaching, learning, and leadership.
- 3b. Effective professional learning ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.
- 3b.1. Professional learning includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.
- 3b.2. Professional learning involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.
- 3b.3. Professional learning provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional learning programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Standard:

Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

- 4a. Professional learning provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.
- 4b. Professional learning provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.
- 4c. Professional learning maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Standard:

Professional learning ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

- 5a. Professional learning focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.
- 5b. Professional learning provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- 5c. Professional learning provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Standard:

Professional learning ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

- 6a. Professional learning provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.
- 6b. Professional learning provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.
- 6c. Professional learning provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Standard:

Professional learning ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

- 7a. Professional learning provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.
- 7b. Professional learning enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

- 7c. Professional learning includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Standard:

Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

- 8a. Professional learning ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.
- 8b. Professional learning provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.
- 8c. Professional learning provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.
- 8d. Professional learning provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.
- 8e. Professional learning provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Standard:

Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

- 9a. Professional learning ensures ongoing educator and student technological literacy.
- 9b. Professional learning provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.
- 9c. Professional learning facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.
- 9d. Professional learning promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.
- 9e. Professional learning encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.
- 9f. Professional learning provides educators with opportunities to learn and use technology for communication and collaboration.
- 9g. Professional learning addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Standard:

Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

- 10a. Resources are provided to plan and conduct ongoing evaluation of professional learning.
- 10b. Professional learning evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).
- 10c. Professional learning evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional learning experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).
- 10d. Professional learning evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional learning plans.

Data Sources

A successful professional learning program is designed based on data, as well as derived from the experience, expertise and needs of its recipients. In order to accomplish this tenet, the EUFSD used multiple data sources to guide its decision making around professional learning. The following are a sampling of the different data sources used:

District and Building Committees

New York State School Report Card Data

School Meter Data

New York State Learning Standards

Common Core Learning Standards

BEDS Data

Student Performance Results

State Assessment Results

Local Assessment Results

Standardized Assessment Results

Staff Input - Professional Learning Survey Results

Student Feedback

Professional Learning Delivery

In order to meet the diverse learning needs of the staff members of the EUFSD, a wide variety of methodologies are used to provide professional learning experiences. Staff members are encouraged to explore different learning means in order to facilitate their professional learning on a yearly basis. The following is a list of examples of different ways in which staff members access professional learning in the EUFSD:

Workshops and conferences - attendance and turnkeyed information

Mentoring

Teacher visitations to other classrooms/schools

Central Westchester Teacher Center courses

NYSUT courses

In-district consultants

Action research and/or collegial circles

Reading lists and facilitated discussions related to educational literature

Professional Learning Days

Resource material distribution

Release periods/days

Summer workshops and curriculum development days

Data analysis of student work

Infusion of professional learning into faculty, team, grade level and department meetings

Professional Learning Service Providers

Many different individuals and groups assist with the professional learning in Eastchester. At times, professionals from outside the school district are contracted to provide professional learning to the staff members of the EUFSD. The following is a list of potential service providers that will provide professional learning during the school year:

Altaris Consulting Group

Eastchester UFSD Employees

Facing History

Fountas & Pinnell

G&R Inclusive Group

Global Compliance Network Training

HV-RBERN

Innovative Designs for Education

Iona University

Lincoln Center

Lower Hudson Regional Information Center (LHRIC)

Magic School

Midwest PBIS Network

Mossflower

Music Conservatory of Westchester

Panorama

Putnam/Northern Westchester BOCES

Resource-Based Publishing Companies

Restorative Justice Education

Rockland BOCES

RULER Yale University

Sarah Lawrence University

Second Step

Southern Westchester BOCES

Teacher Center of Central Westchester

Tri-State Consortium

Professional Learning Plan District Initiatives

Initiative	Description	Provider
New Teacher Mentor Program	All teachers in their first year and second year in the district will be assigned an experienced peer mentor. In addition, first-year mentees will attend a district-sponsored new teacher course that meets throughout the school year. The course will focus on best practices in pedagogy, education research, and navigating the first years in a new school district.	District Staff
Elementary Literacy	K-5 elementary teachers will engage in learning around core elements of balanced literacy, guided reading, phonemic awareness, word study, developmental reading assessment and data analysis to guide instructional planning.	District Staff Mossflower Foundations Generation Ready SORA
Elementary Mathematics	K-5 elementary teachers will engage in learning around core elements of a balanced mathematics pedagogical approach, as well as the new Reveal Mathematics program.	District Staff Reveal
K-12 Science	K-12 science teachers will further examine and instructionally plan for the updated NYSSLS, specifically working to increase student engagement with natural scientific phenomena at the nexus of the three dimensions of learning; science and engineering practices, disciplinary core ideas, and crosscutting concepts.	BOCES District Staff
Social-Emotional Learning	K-12 staff will continue learning around the core concepts of an integrated social-emotional-behavioral continuum that promotes the ideals of gaining confidence, setting goals, making better decisions, collaborating with others in work and play, and navigating the world more effectively.	District Staff Midwest PBIS Panorama Second Step RULER
Co-Teaching	Teaching teams will engage in coaching to increase their ability to meet the needs of all students through an examination of best practices in co-teaching.	G&R
Curriculum Writing and Alignment	Content area and grade level teams of teachers will continue to vertically and horizontally align curriculum, as well as develop essential questions and enduring understandings for strengthened interdisciplinary curriculum alignment.	BOCES Consultants District Staff
Instructional Technology	All district staff will engage in training related to further exploration, creation and maintenance of a collaborative Google environment, as well as other instructional technological applications.	District Staff LHRIC
Regulation Compliance	All employees will be trained in numerous mandated topics including, but not limited to school violence prevention and child abuse identification.	Altaris District Staff GCN

Crisis Response and Emergency Management	All employees will participate in targeted building level training on responding to crises situations and managing emergencies.	Altaris
Thinking Maps	Provide participants with an understanding of how to best use Thinking Maps in their classrooms.	District Staff
MTSS/Rtl - Tier 1 Interventions	Explore and examine theories and practices related to Tier 1 interventions used to support all students in the general education classroom.	Consultants District Staff
Instructional Best Practices	Building level faculty, grade level, team and department meetings will be used to provide teachers opportunities to share and explore instructional best practices.	District Staff Tri-State

2025-2026 Professional Learning Goals (2026-2027)

District-Wide Professional Learning Goals

- Create Differentiated and Individualized Practical PD Pathways
 - Develop multi-strand professional learning tracks (e.g., SEL, Equity, Technology, Curriculum, Leadership) to meet the varied needs and preferences of staff. These include:
 - Student Engagement
 - Content-Specific Instruction
 - Social Emotional Learning
 - Technology Integration
 - Supporting ENL Students
- Increase embedded time for job-embedded collaboration, including in-district and out-of-district visitations, turnkey models, and shared planning sessions.
- Ensure PD sessions are followed by coaching, peer observation, or support structures that allow for real classroom application.
- ELL - Cross District Sharing (partner with RBERN)
- AI Implementation - connecting with other districts
- Authentic SEL Conversations
- (Core Concepts of agency as well as fidelity)
- Responsive Classroom
- (Find ways to bring everything together)
- More options on Conference Days
- End of Year Surveys to plan ahead
- PD on providing effective feedback
- Continuity across buildings (transitions; 1-2; 5-6; 8-9)
- Math - continuity across / looking across the K-12 span

High School Professional Learning Goals

- Advance AI Literacy and Responsible Integration
 - Provide training on both student use of AI and teacher protocols for ethical use, creativity, and detecting misuse.
- Expand Learner-Active, Technology-Infused Classrooms (LATIC)
 - Offer ongoing PD to support student-centered, tech-infused instruction aligned with Nancy Sulla's framework.
- Support teacher exploration of alternatives to traditional grading, standards-based assessments, and transparent feedback practices.
- Provide PD focused on building strong advisory structures that promote SEL, student connection, and purpose-driven planning.
- Create opportunities for English, Math, Science, and other departments to engage in content-rich learning, unit development, and cross-district sharing.

Middle School Professional Learning Goals

- Provide targeted training in instructional leadership, communication, and curriculum alignment for new department chairs.
- Build Consistency around Writing and Curriculum Expectations
 - Standardize writing expectations (e.g., paragraph structures) and align instructional resources across teams.

- Use in-house experts and BOCES partnerships to provide turnkey PD on relevant topics such as questioning, formative assessment, and student engagement.
- Offer sessions on building resilience, supporting students' mental health, and classroom-based SEL practices.

Elementary School Professional Learning Goals

- Deepen Literacy Instruction and Science of Reading Practices
 - Provide comprehensive training in:
 - Science of Reading
 - Units of Study
- Focus PD on coaching including adult learning principles and effective feedback techniques.
- Prioritize tools and strategies teachers can immediately apply, including high-interest texts for upper elementary and student-centered techniques.
- Numeracy Briefs
- Make Math / Science Explicit
- Transitions like where K Math ends and 1st Grade starts (Fluency and place value)
- More PD on Foundations

Notes for Professional Learning Plan from Dept. Chairs (April 20th, 2026)

- How important it is to shadow other teachers
- PD - music department / get together with some neighboring departments
- Specifically Virtual Enterprise (Briarcliff does it to)
- Also other business departments
- Special Ed. - progress monitoring / a school-wide system
- Naviance
- What goals should look like across the buildings - 5th to 6th grade (skill based goals)
- Inter-district collaboration
- AI / AI Policy
- Managing Classroom Devices / best practices in Infinite Campus
- See what else is out there...
- Actually going and doing it
- Seal of Civic Readiness
- Formalizing the Seal for next year
- Itemization process
- Deeper dive for PBL to be done in some of the courses connected to the Seal
- Openness and vulnerability a good avenue to consider intervisitation in another school
- Go to a particular museum for the day / in a collegial academic way
- College Kickstart - worked closely with Edgemont / and now with Bronxville / work more with English Department
- Getting more college essay lessons / starting our personal narratives / now we need to take it to the next level for helping our students be best prepared
- New technologies and how they are being used in the visual arts
- Hacking old technologies or blending them with current systems / Really trying to bring those technologies and equipments at the high school
- Looking at organizations and living artists who are doing those things / intervisitations

- Mimic Lisa's work - moving it forward to the high school / same language / and the same programs / same track (Math)
- Make it familiar
- 8th grade Algebra to 9th grade Algebra
- Extend the work and be supportive of one another
- Just align everything
- Meet with the middle school teachers to support them properly
- **Work on the Seal / visit other schools who are doing presentations and see what they are like**
- Also working with elementary school teachers and seeing what FLES does
- Don't even know who they are
- FLES teachers need to be connected to a department
- Don't have cohesiveness that they deserve to have
- We are going to start seeing changes because these students are being exposed earlier on... might mean to tweak
- ENL level - K-12 / point person / nice to get perspective of K-12
- Intervisitations we can do - build on at the secondary level for ELL
- Climate Ed. standards - and roll out will be important
- Where in the curriculum will that be infused being more intentional at middle and high school
- The American Geoscientist
- 17 UN Goals - some of our teachers have worked on...
- A great framework as we look to make to it a common language
- Department chairs have more time together and also collaboration

CTLE Requirements/Information

Who is required to accumulate Continuing Teacher and Leader Education (CTLE) hours?

Educators who hold one or more of the following certificates are subject to the CTLE requirement:

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

More detailed information about registration & CTLE requirements can be found in the [chart linked here](#).

How many CTLE hours do I need to complete?

There is one CTLE requirement per educator, 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.

Total number of CTLE hours for the registration period	No inactive periods during the registration period	Inactive during part of the registration period
Holds a Professional teacher or educational leader certificate or Teaching Assistant Level III certificate for the entire registration period	Complete 100 clock hours	Complete 20 clock hours for every year in which you were practicing in an applicable school
Originally held only Permanent certificate(s) and then obtains a subsequent Professional certificate during the registration	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching	Complete 20 clock hours for every year in which you were practicing in an applicable school while holding a Professional or Teaching

period	Assistant Level III certificate	Assistant Level III certificate
Hold only Permanent certificate(s) for the entire registration period	Not subject to CTLE	Not subject to CTLE

Who is responsible for the record keeping and documentation of my CTLE hours?

Educators must maintain personal records of completed CTLE hours, including the information listed below. [Click here](#) to access a personal record keeping form.

- ❖ The title of the activities;
- ❖ Total number of hours completed;
- ❖ Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- ❖ Approved CTLE sponsor's name and number;
- ❖ Educators' identifying information listed on the activities;
- ❖ Attendance verification; and
- ❖ Date and location of the activities.

The Eastchester Union Free School District will use the NYSED CTLE Certificate of Completion Form for all approved CTLE opportunities offered within the district.

How long do I need to maintain the documentation of my CTLE hours?

Educators must maintain CTLE records and documentation for at least three years from the end of the registration period in which they completed the CTLE.

Do I need to submit my CTLE documentation to NYSED?

Educators will not send documentation of their CTLE clock hours to the Department each year or for the re-registration process. However, CTLE documentation must be available upon request by the Department.

For all CTLE activities, educators should be able to provide a Completion of Approved CTLE Hour(s) Certificate form/approved CTLE certificate, or be able to generate a CTLE certificate with the information requested on the CTLE completion form.

Summaries of activities listed in professional learning management systems (i.e. Frontline) will not be accepted as documentation of CTLE clock hours at this time if the Department requests documentation.

What are acceptable CTLE activities?

Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Acceptable CTLE includes activities:

- ❖ Content area(s) of the certificate(s) held;
- ❖ Pedagogy;
- ❖ Language Acquisition addressing the needs of English language learners.

The CTLE hours in the content area can be in the content area of any certificate held, including certificates not subject to CTLE (e.g., Initial, Permanent certificates). CTLE activities in pedagogy could be appropriate general pedagogy or pedagogy specific to the content area of the certificate(s). The CTLE language acquisition requirement is described [here](#).

University or College Course Credits

Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an [approved CTLE sponsor](#) and awards CTLE clock hours for the courses.

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

Working with Colleagues and Student Teachers

Peer review teachers or principals acting as independent trained evaluators who conduct a classroom observation as part of the teacher evaluation system pursuant to Section 3012-d may count such time towards the CTLE requirement. The acceptability of other types of collaborative work between educators would be determined by the school, district, or BOCES that is an approved CTLE sponsor and the sponsor would award the CTLE clock hours accordingly.

Teachers who provide mentoring may, at the discretion of the school district or BOCES, earn CTLE clock hours in the following manner effective December 31, 2019.

- ❖ Teachers acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- ❖ Teachers acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The school, district, or BOCES must keep records and award CTLE certificates for educators who earn CTLE clock hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.

National Board Certification

Educators who earn certification from the National Board for Professional Teaching Standards have met the CTLE requirement during the registration period in which the National Board Certification is achieved, provided that the educator also meets the CTLE language acquisition requirement.

Educators who Hold Multiple Certificates

Educators who hold one or more certificates subject to CTLE could complete acceptable CTLE activities in the content area(s) of their certificate(s) and/or in pedagogy.

Speech and Language Disabilities Certificate Holders

For educators who hold the Professional Speech and Language Disabilities Certificate, courses taken from an [approved American Speech-Language Hearing Association \(ASHA\) CE provider](#) are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

What is the CTLE Language Acquisition Requirement?

The continuing teacher and leader education (CTLE) language acquisition requirement varies by certificate holder.

ESOL and Bilingual Education Teachers

Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their 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 ELLs.

Other Teachers, School Building Leaders, and School District Leaders

All other Professional teacher, School Building Leader, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.

School District Business Leaders

School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.

Teaching Assistants - Level III

Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs and integrating language and content instruction for such ELLs.

Needs Assessment Process

Needs Assessment and Professional Learning Prioritization

To ensure that our professional learning offerings are responsive and targeted, we conduct an annual needs assessment that includes the following components:

Staff Surveys: Administered at the end of each semester to gather feedback on the effectiveness and relevance of professional learning experiences.

Student Performance Data: Analysis of benchmark assessments, Regents exams, AP results, and local formative data to identify areas for instructional improvement.

Instructional Walkthroughs and Observations: Trends and patterns from administrative walkthroughs inform targeted PD support.

Curriculum and Program Review: Feedback from department chairs, curriculum coordinators, and instructional leaders informs content-area needs.

Collaborative Team Input: Building-level leadership teams, PLCs, and Professional Learning Committee members contribute to identifying needs.

New Initiatives and Regulations: Professional learning is adjusted annually based on new mandates (e.g., NYSED regulations, CTLE requirements).

This assessment informs both ongoing support and long-term planning, and is revisited each spring to shape the following school year's PD priorities.

Evaluating the Impact of Professional Learning

We use both quantitative and qualitative measures to assess the effectiveness of professional learning experiences:

Immediate Feedback: Surveys after each session assess relevance, engagement, and practical application.

Application Evidence: Instructional leaders observe the implementation of PL concepts through walkthroughs and peer feedback protocols.

Student Outcomes: Performance data is reviewed to determine changes in student achievement correlated with PL focus areas.

End-of-Year Review: The Professional Learning Committee reviews PL outcomes and participation data annually to inform future planning.

Staff Reflection and Voice: Staff engage in reflection protocols (surveys, PLC discussions, feedback forms) to evaluate the application of learning in their instructional practice.

Mentoring Program for New Educators

Our mentoring program supports new teachers (including teachers new to the profession and those new to the district) through the following structure:

Mentor Assignment: Certified and experienced teachers are selected based on mentorship training, expertise, and content alignment.

Training: Mentors participate in foundational training sessions on coaching, feedback, and adult learning strategies.

Meeting Expectations: Mentor-mentee pairs meet bi-weekly and document interactions via district logs.

Observation & Reflection: New teachers engage in peer observations, lesson planning support, and guided reflection.

Ongoing Support: Mentors participate in ongoing support meetings and receive stipends for their role.

Assessment: New teachers and mentors complete self-assessments and feedback surveys, which inform adjustments to the program each year.

Alignment to New York State Professional Learning Standards

All professional learning opportunities are designed in alignment with the New York State Professional Learning Standards. We ensure that PL is:

- **Data-Driven:** Based on student needs and educator input.
- **Sustained and Intensive:** Delivered through PLCs, coaching cycles, and yearlong series.
- **Job-Embedded:** Focused on instructional strategies and curriculum aligned to standards.
- **Collaborative:** Encouraging interdisciplinary and cross-building professional dialogue.
- **Reflective of Best Practice:** Grounded in adult learning theory and evidence-based instructional strategies.
- **Equity-Oriented:** Designed to promote culturally responsive teaching and eliminate barriers to student success.