2026 - 2027 SCHOOL YEAR

ELWOOD UNION FREE SCHOOL DISTRICT

Professional Learning Plan



INTRODUCTION

The Elwood UFSD Professional Learning Plan is based upon district goals and is tied to the individual needs of faculty and staff, as well as the demonstrated needs of students. It supports the development of content knowledge, the enhancement of professional pedagogy, and promotes quality teaching while fostering a positive learning environment. The plan also ensures faculty and staff have access to quality professional development, and knowledge of NYSED regulations, and maintains adherence to the NYSED Standards for Professional Learning to ensure an excellent education experience that empowers and inspires each student to succeed academically, socially, and emotionally in an evolving global society.

Section 100.2 of the Regulations of the Commissioner of Education requires that each school district create and implement a plan for professional development. “The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that when teachers and leaders participate in professional learning, they have opportunities for professional growth, remain current with their profession and meet the learning needs of their students. The plan shall also ensure that holders of level III teaching assistant certificates and that substitute teachers who work on a long-term basis are provided the opportunity to participate in the professional learning program of the district.”

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BOE Approval:
07/01/2026

Acknowledgements



Board of Education

Mr. James Tomeo, President
Ms. Deborah Weiss, Vice President
Mr. Walter Edwards, Member
Ms. Patricia Haack, Member
Mr. Thomas Scarola, Member

Central Administration

Dr. Gayle Steele, Superintendent of Schools
Dr. Amy Meyer, Assistant Superintendent for Curriculum & Instruction
Ms. Lorraine Dunkel, Assistant Superintendent for Business
Ms. Eileen Kelly-Gorman, Assistant Superintendent for Special Education and Pupil Personnel Services
Mr. David Shanahan, Interim Director of Athletics and Physical Education
Mr. Ronald Carritue, Director of Facilities
Ms. Irene McLaughlin, Interim Director of Human Resources
Ms. Pamela Fine, Director of Humanities
Dr. Andrew McIntosh, Director of Curriculum
Mr. Christopher Onorato, Director of Instructional and Information Technology
Ms. Mara Pugh, Food Services Director

Building Administration

Ms. Lindsay Fritch, Elwood-John H. Glenn High School Principal
Mr. Timothy Cipolla, Elwood-John H. Glenn High School Assistant Principal
Mr. Wayne Ebanks, Interim Elwood-John H. Glenn High School Assistant Principal
Dr. Christina Moran, Elwood Middle School Principal
Ms. Erica Cuomo, Elwood Middle School Assistant Principal
Ms. Elissa Millan, James H. Boyd Intermediate School Principal
Ms. Julie Bilello, Harley Avenue Primary School Principal

Mission Statement

The Elwood Public Schools serve a diverse community and value the unique skills and qualities of all our students from kindergarten through senior year. Our mission is to provide an excellent educational experience that empowers and inspires each student to succeed academically, socially and emotionally in an evolving global society. We invite the entire Elwood community to join us on this journey.



IDENTIFICATION OF PROFESSIONAL LEARNING ACTIVITIES

The work of the Professional Learning Committee is aligned to the Elwood School District goals. The district goals are developed annually by the Board of Education and the Superintendent of Schools.

1. **Extraordinary Student Focus**
   a. Provide avenues for cultivating responsible and innovative critical thinkers throughout a student's educational career
   b. Identify a variety of resources to support the horizontal and vertical alignment of the curriculum.
   c. Ensure students have equitable access to diverse rigorous educational opportunities that enhance their skills.
   d. Develop opportunities for students to have a voice in the school/district decision-making process
   e. Develop and maintain evidence-based instructional strategies and interventions through the implementation of an Integrated Multi-Tiered System of Support (MTSS-I) plan.
   f. Explore and identify additional opportunities for expanding restorative practices.
2. **Longitudinal Financial & Operational Planning**
   a. Develop the district's five-year plan to assist in the forecasting of the district's financial future
   b. Develop a plan for facility needs based on the current findings of the district's Building Condition Survey
   c. Continued monitoring of the budget process to maintain stability
   d. Review and analyze grant-funded expenditures
3. **Enhancing Partnerships within the Elwood Community**
   a. Continued identification of internship opportunities for students through career exploration
   b. Expand Parent University programs
   c. Partner with local community/alumni talent to expose students to career opportunities
   d. Develop systems to enhance communication with all district residents
   e. Create opportunities that allow for an increase in community engagement
4. **Commitment to the Health and Safety of our School Community**
   a. Continued use of available resources and exploration of additional opportunities to support the social-emotional needs of all students, faculty, and staff.
   b. Review and update all facets of our security systems, protocols, and personnel
   c. Review and update district technology systems and practices as they relate to recommended cybersecurity guidelines
   d. Maintain a regular process for a technological and physical systems review to support health and safety improvements for the district

NYSED PROFESSIONAL LEARNING STATEMENT AND STANDARDS

In a commitment to raising the knowledge, skills, and opportunities of its citizens, New York State seeks to enhance students' cognitive, social, emotional, and academic achievement throughout its schools.

Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high-quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of the school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students.

Standard 1: Designing Professional Learning - Professional development design for all staff is based on data, is derived from the experience, expertise, and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Standard 2: Content Knowledge and Quality Teaching - Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Standard 3: Research-based - Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Standard 4: Collaboration - Professional development ensures that educators and support staff have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Standard 5: Diverse Learning - Professional development ensures that educators and support staff have the knowledge and skills to meet the diverse needs of all students.

Standard 6: Student Learning Environments - Professional development ensures that educators and all staff have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Standard 7: Parent, Family, and Community Engagement - Professional development 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.

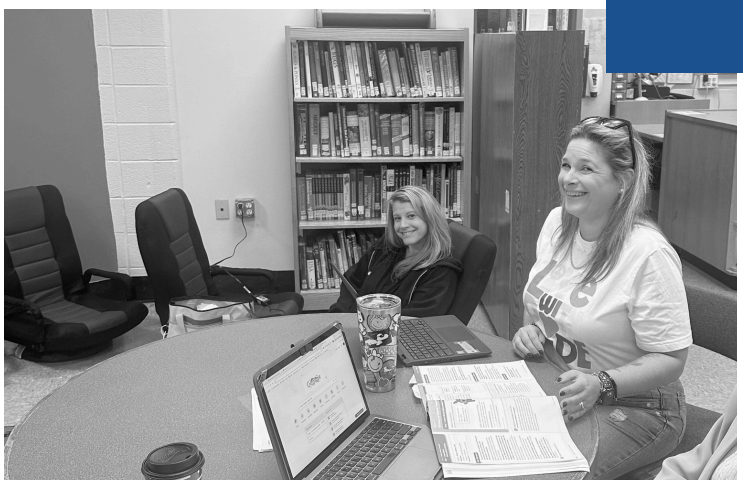
Standard 8: Data-driven Professional Practice - Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, monitor student progress, and help sustain continuous professional growth.

Standard 9: Technology - Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Standard 10: Evaluation - Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

PROFESSIONAL LEARNING OFFERINGS

AREAS OF FOCUS



The Elwood School District has identified areas for professional development that support faculty and staff effectiveness to ensure students meet, milestones aligned with 21st Century Learning, as well as alignment to the mission of the Elwood Union Free School District and the goals adopted by the Board of Education.

ANNUAL ADMINISTRATORS' RETREAT & LEADERSHIP MEETINGS

Each summer, and at least monthly throughout the school year, the Administrative Team meets for professional development opportunities. These include, but are not limited to annual lead evaluator recertification, legal and regulatory updates and dedicated time for collaboration around the District's mission statement and goals.





ELWOOD PROFESSIONAL LEARNING ACADEMY (EPLA)

The District has established the Elwood Professional Learning Academy (EPLA) in order to offer a variety of courses to instructional staff members. The Mission of the ELPA is to provide high-quality professional learning opportunities for educators to enrich their teaching practice and improve student learning and achievement. Classes are offered after school, evenings, and during the summer.

The Office of Curriculum and Instruction has developed an extension of our onboarding practices to support new teachers and teacher assistants during their probationary years in the Elwood School District. The program is designed to provide new staff members with essential information and enhance pedagogical skills to ensure their success within the Elwood School District. During our after-school mentoring sessions with district administrators we share important information for success, provide the opportunity for discussion about district-wide initiatives, invite guest speakers, and participate in a book talk as well. These sessions are designed around new teacher feedback and requests. We use this information to plan each session. A mentor is assigned to new teachers and this mentor is responsible for providing support for their mentees outside of the school day. Additionally, we support all probationary teachers in the development of their Tenure Portfolios.

SUPPORTING NEW TEACHERS



SUPERINTENDENT'S CONFERENCE DAYS



Each year, the District's Superintendent's Conference Days are scheduled and planned in alignment with the professional development priorities of the District. These days provide our P-12 faculty and staff with the opportunity to participate in a variety of learning experiences. This year's Conference Days are:

- Tuesday, September 1, 2026
- Tuesday, November 3, 2026
- Tuesday, March 9, 2027
- Monday, May 17, 2027



FACULTY, DEPARTMENT & GRADE-LEVEL MEETINGS

Faculty, department and grade level team meetings are planned in accordance with the CBA and address school-wide goals and topics of interest. These meetings are facilitated by Building Leaders and other members of the Administrative Team. The discussion topics include, but are not limited to: District and School goals, curriculum and instruction, using data to inform instruction, meeting the needs of all students, annual professional performance review, curriculum selection and development, New York State Next Generation Learning Standards, instructional technology, social-emotional learning and adult mental health.

METHODS OF DELIVERY



The Elwood Union Free School District recognizes that quality professional development is valuable and essential for continuous improvement of teaching and learning. The district views its responsibility to provide meaningful professional development as vital to the full achievement of its mission. It is our ethical responsibility to provide ongoing professional growth opportunities for all members of our instructional staff.



- Elwood Professional Learning Academy
- Attendance at conferences outside of the district
- Workshops and training conducted by district administration
- Workshops and training conducted by consultants hired by the district
- Turnkey training provided by teachers and administrators
- Peer coaching
- Job-embedded professional learning
- Instructional Rounds
- Individual Superintendent's Conference Day sessions are utilized to provide training on initiatives/mandates in the areas of Content, Pedagogy, and/or Language Acquisition for ELLs.
- Individual Faculty Meetings or individual grade-level meetings are utilized to provide training on initiatives/mandates in the areas of Content, Pedagogy, and/or Language Acquisition for ELLs.
- In-district classes and workshops facilitated by faculty

2026 - 2027 FOCUS OF PROFESSIONAL LEARNING

The table on the following pages is a list of the workshops that are scheduled for the 2026 - 2027 school year. Schedules are subject to change and more workshops may be added as needs arise.

Curriculum and Instruction:

- Elwood Professional Learning Academy (EPLA)
- Savvas EnVision Math Program
- Magnetic Literacy Reading Program
- Grade K-2 Mystery Science
- Grade 3-5 Inspire Science Curriculum
- EMS Initiatives: Mentoring, Restorative Practices, Trauma-Informed Practices, and Service Learning
- Supporting student wellness
- News Literacy
- Financial Literacy
- Writing Revolution
- Effective Practices for Co-Teaching
- Teaching in the Google Ecosystem
- AP Course Workshops
- Academic Vocabulary: Its Impact on Student Performance
- Seal of Biliteracy
- Seal of Civic Readiness
- Implementation of the New York State Science Learning Standards
- Implementation of the NYS Framework for Social Studies
- Implementation of the new NYS ELA and Math Next Generation Standards
- Environmental Science Education for K-12 Educators (peer instructor)
- Statistics for all Educators (peer instructor)
- Coding and Computer Programming for All (peer instructors)
- Supporting ELLs Across all Grades and Courses (peer instructors)
- PBLify Your Teaching (peer Instructors)
- NYS Blue Ribbon Commission Graduation Measures
- Portrait of a Graduate Initiatives

Annual Professional Performance Review:

- Understanding Student Learning Objectives
- Understanding Growth Scores
- Transition from APPR 3012-d to 3012-e
- Understanding the Danielson Rubric
- Understanding the Multi-Dimensional Principal Performance Rubric
- Supporting English Language Learners in Content Integration
- Leveraging Artificial Intelligence

Using Data to Inform Instruction:

- Data Analysis of NYS 3-8 and Regents Exams
- The BOCES Assessment Reporting System (BARS)
- Using ASAP Regents Reporting Data
- I-Ready Reading and Math
- ORF- Oral Reading Fluency
- Unit and end-of-the-year exam data
- Advanced Placement Reporting Tools
- The NYS School Report Card
- NYSAA Reports
- NYSESLAT Reports
- Classroom formative and summative assessments

Technology/Curriculum Integration:

- Grade 3-5 Technology focus area:
- Grade K-2 Digital proficiency improvement
- Grade 6-7 Coding
- Development of the 6-8 Inovation Lab
- Digital Art lab - Elwood Middle School
- AR integration Augmented Reality with Merge Cube- Boyd
- K-5 Coding and Robotics
- K-12 Digital Citizenship focus
- Google Apps for Education (G-Suite)
- Grade 1-5 Keyboarding
- Google Classroom
- Using Chromebooks
- Using Software Applications: Book Creator, WeVideo, Lumio, Canva, Padlet, GimKit, Google Vids
- Artificial Intelligence (AI) Instructional Tools: Magic School, NotebookLM, Google Gemini
- AI Framework: Mastering AI tools ethically
- ASSET and LITES Conference
- Online applications under subscription

Supporting New Teachers:

- New Teacher Orientation & Support Academy
- Elwood Professional Learning Academy
- Summer Orientation program
- After-school mentoring sessions with district administrators
- Formal and informal mentoring

Meeting the Needs of All Students:

- Equity and Excellence
- Grading Equity
- Restorative Practices
- Culturally Responsive Education/Disproportionality
- ENL



MANDATORY COMPLANCE TRAINING

Elwood School District conducts its mandatory compliance training for staff remotely using the Global Compliance Network (GCN) Training Platform. This required training is offered remotely for all staff and the due dates for specific sessions are determined based on the New York State Department of Education regulations. The following is a list of the mandated trainings scheduled for staff for the 2026 - 2027 school year:

Course	Due Date	Time Required	Staff Trained
Bloodborne Pathogens	November 2, 2026	20 minutes	All
Digital Securty and Protection	November 2, 2026	19 minutes	All
Dignity for All Students Act/Code of Conduct NY (Overview)	November 2, 2026	13 minutes	All
Elwood's Code of Character	November 2, 2026	Acknowledge	All
Employee Acceptable Use Policy	November 2, 2026	Acknowledge	All
Epinephrine Auto-Injector Training for New York	November 2, 2026	22 minutes	All
Hazard Communications	November 2, 2026	29 minutes	All
Reporting Child Abuse in an Educational Setting (SAVE Act NY)	November 2, 2026	40 minutes	All
School Safety - NY	November 2, 2026	18 minutes	All
Sexual Harassment NY - State Mandated	November 2, 2026	25 minutes	All
Student Data Privacy (NY State Ed Law Section 2-d)	November 2, 2026	20 minutes	All
Suicide Prevention	November 2, 2026	20 minutes	All
Workplace Violence in Schools - NY	November 2, 2026	15 minutes	All

WESTERN SUFFOLK BOCES MODEL SCHOOLS

The Model Schools Program is a statewide initiative that offers support to teachers in the area of technology integration in order to facilitate the implementation of the New York State Learning Standards. Model Schools Administrators and professional developers meet with District personnel to develop a customized, systemic plan to greater develop and execute the integration of instructional technology. Each year we plan for the use of these opportunities and align the sessions to our district goals.

MY LEARNING PLAN IN FRONTLINE EDUCATION

Elwood School District provides Frontline Education for staff to track their professional development journey. This tool provides a catalog of goal-aligned learning opportunities from a variety of organizations. The software is designed to assist the Administrative Team in supporting the unique needs of each staff member with individual Professional Development plans and targets learning opportunities. Instructional staff and Administrators can use Frontline to track the workshops they have attended and reflect on their experiences in a required evaluation form. This feedback can be used by Administration to help guide beneficial learning experiences for all members of the staff.

TITLE III CONSORTIUM

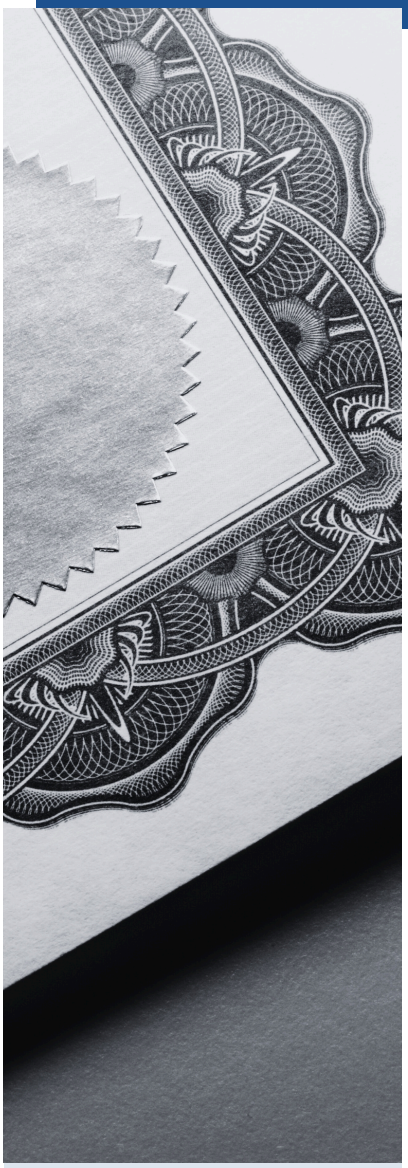
The LI RBERN serves as Lead Applicant for Suffolk County's Title III Consortium which comprises eligible school districts in Suffolk County. The Consortium focuses on enhancing the education of English Language Learners (ELLs) in order to meet the New York State Learning Standards through the infusion and integration of instructional technology into English as a New Language (ENL) programs. Through this federally funded program, ENL teachers in participating districts receive comprehensive professional learning opportunities, on-site embedded coaching, training in interpreting assessment data, instructional technology, educational software, and subscriptions to online resources/applications.

WS BOCES & OTHER PROFESSIONAL ORGANIZATIONS

Our instructional staff has the opportunity to submit requests to the Administrative Team for additional professional development. Many of these workshops are provided through our partnership with BOCES or other professional organizations.

QUALITY PROFESSIONAL DEVELOPMENT IS VALUABLE AND ESSENTIAL FOR CONTINUOUS IMPROVEMENT OF TEACHING AND LEARNING





UNDERSTANDING HOW TO MAINTAIN VALID CERTIFICATION

- All certified professionals must maintain their TEACH account at NYSED.
- All certified professionals must register their certificates with NYSED every five years (for all types of certificates).
- All Professional Certificate Holders and Level III Teaching Assistants (not Permanent or Initial Certificate Holders), must earn 100 hours of CTLE every five years, including hours for language acquisition for ELLs (15 hours, except TESOL certified teachers must have 50 hours).
- All Professional Certificate Holders and Level III Teaching Assistants must maintain their own records of CTLE hours earned and must send the ELWOOD HR DEPARTMENT a list of CTLE hours they have earned WITH COPIES OF OFFICIAL CERTIFICATES, every June.

For official information, visit the NYSED Office of Teaching Initiatives, at: http://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html

Note - these Registration and CTLE requirements do not apply to holders of Continuing Teaching Assistant certificates and Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers.

NYSED REGISTRATION OF CERTIFICATION

Registration and Continuing Teacher and Leader Education (CTLE) Requirements
Educators who hold one or more of the following certificates must register with the Department every five years:

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

Information about registration and continuing teacher and leader education (CTLE) requirements is available through the following links:

REGISTRATION LINKS:

- Registration Overview
- Registration and CTLE Requirements Chart
- Length of the Registration Period
- View or Change Your Registration Status
- Re-registration and Conditional Registration
- First-Time Registration

ACCEPTABLE CTLE ACTIVITIES

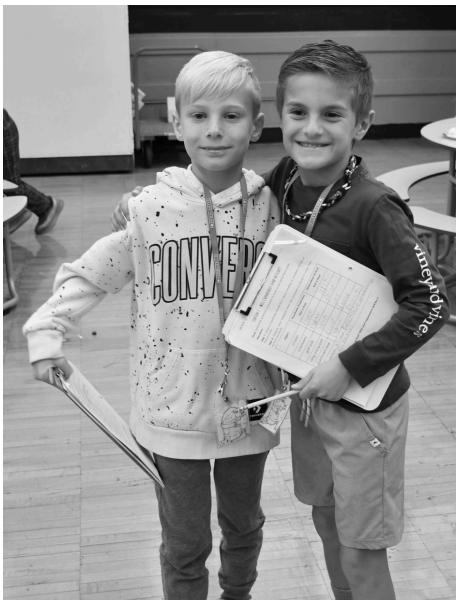
- Acceptable CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational 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,
- and/or Pedagogy,
- and **Language Acquisition** addressing the needs of English Language Learners.
- The CTLE 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.
- Note: the sponsoring agency must issue the CTLE certificate

WORKING WITH COLLEAGUES - MENTORING

- Teachers who provide mentoring may, at the discretion of the school district or BOCES, earn CTLE clock hours in the following manner.
- Teachers acting as mentor to new classroom teachers as part of a school district's mentoring program may, at the discretion of the school district, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.
- Teachers must submit logs with dates, clock hours, and a summary of activities to earn a CTLE certificate sponsored by the Elwood School District.









CTLE RECORDING KEEPING AND DOCUMENTATION REQUIREMENTS

Educators must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- 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.

A sample CTLE recordkeeping form is available online. 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.

EDUCATOR DOCUMENTATION

Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, their CTLE documentation must be available upon request by the Department. For all of their CTLE activities, educators should be able to either:

- Provide the Completion of Approved CTLE Hour(s) Certificate form (CTLE completion form), or
- Provide an alternative form or format that captures the same information requested on the CTLE completion form (e.g., CTLE certificates), or
- Be able to generate a CTLE certificate with the information requested on the CTLE completion form (e.g., from a management system).

Please note that summaries of activities listed in management systems will not be accepted as documentation of CTLE clock hours at this time if the Department requests documentation. Educators must have certificates from the approved sponsor for each activity.

The Elwood School District requires all personnel subject to CTLE to submit an annual log of activities for CTLE to the Human Resources Office, to demonstrate progress toward the required minimum hours for CTLE, including hours related to the instruction of English as a New Language students.

CTLE SPONSOR: ISSUING CERTIFICATES AND RECORDS MAINTENANCE

The Elwood UFSD issues certificates for CTLE hours sponsored by the district for completed activities. Certificates are issued through Frontline Professional Growth - formerly known as My Learning Plan. Records of all CTLE hours granted by Elwood UFSD are maintained in Frontline without expiration, for a minimum of at least 8 years.

SAMPLE ELWOOD CTLE CERTIFICATE

Granted for activities sponsored by Elwood UFSD
Note: My Learning Plan populates the category selected by district: Content, Pedagogy, or Language Acquisition for English Language Learners



Elwood Union Free School District
100 Kenneth Avenue
Greenlawn, NY 11740
Phone: (631) 266-5400
Email: vrouse@elwood.k12.ny.us

(Authorized Provider #: 1132)

This certifies that
(DOB: , SSN:) has

successfully completed the following course/activity:

This started on and was completed on

- CTLE Hours Provided by Elwood UFSD

Category -

I certify that the individual listed completed the CTLE cited pursuant to Subpart 80-6 of the Regulations of the commissioner of Education

Sonia Hood
Assistant Superintendent for Curriculum

Printed on 3/8/2023

EDUCATOR DOCUMENTATION

From NYSED - Any change of name or address for a certificate holder must be updated by the holder in the TEACH system within thirty days of such change. A certificate holder who fails to inform the Department of his or her name or address change may be subject to moral character review.



PERCENTAGE OF PROFESSIONAL LEARNING THAT MUST ADDRESS LANGUAGE ACQUISITION FOR ENGLISH LANGUAGE LEARNERS

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements		
Certificate Type	% of 100-Hour CTLE Requirement Devoted to Language Acquisition	Can **Exemption*** from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption does NOT apply to holders of Professional English to Speakers of Other Languages certificates.
Professional Bilingual Extension Annotation	50%	Exemption does NOT apply to holders of Professional Bilingual Extension Annotation certificates.
Permanent Classroom Teacher other than English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent School Leader	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent English to Speakers of Other Languages	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Extension Annotation	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Pupil Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
Permanent Bilingual Education (PPS/Admin) Extension	Permanent Certificate Holders are NOT subject to CTLE Requirements	N/A
***Exemption**: A NYS school district or BOCES may be granted a waiver from providing Bilingual Education Programs in languages other than Spanish and Chinese. Please see: http://www.p12.nysed.gov/biling/bilinged/NEWCRPT.154.html for additional information.		

CTLE PROVIDERS FOR ELWOOD UFSD

Name and Organization	Description of Services
All Elwood UFSD Employees	As per regulation, all Elwood USFD employees who serve as staff developers are included.
Elwood Professional Learning Academy	Elwood Staff and Faculty provide training on best practices and evidence-based instructional strategies that have proven to be effective.
Savvas	EnVision Math
Curriculum Associates	Literacy and Mathematics Diagnostic & K-5 Core Literacy Program
Beth LaKretz Agency	Working with Students with Disabilities
Howie Schneider, Jon Anzalone	Stony Brook University; News Literacy Center
Western Suffolk Boces	Curriculum Support
Emily Kang, Boces	NYS Standards - Science
Adelphi	EMS Initiatives - Restorative Practices, Mentoring
Blanca Duarte & Associates, Logic Wing	Google Classroom, Google Tools, Chromebook Initiative
Robyn Gailliard, My Way Ohm	Mindfulness
MindUP Staff Developers	MindUp Mindfulness program
Richard Bernato, Ed.D. BOCES	Mentoring and Shared Decision Making
Marie Dove & Associates	Co-teaching, and working with English Language Learners
Jim Wright	Positive Behavior Intervention Systems
Dr. Linda Lantieri & Tony Pantaleno	Mindfulness in Education
Castle Learning Staff Developer	To support implementation of Castle Learning program
Mike Ochs - Read Write Mike	Academic Vocabulary

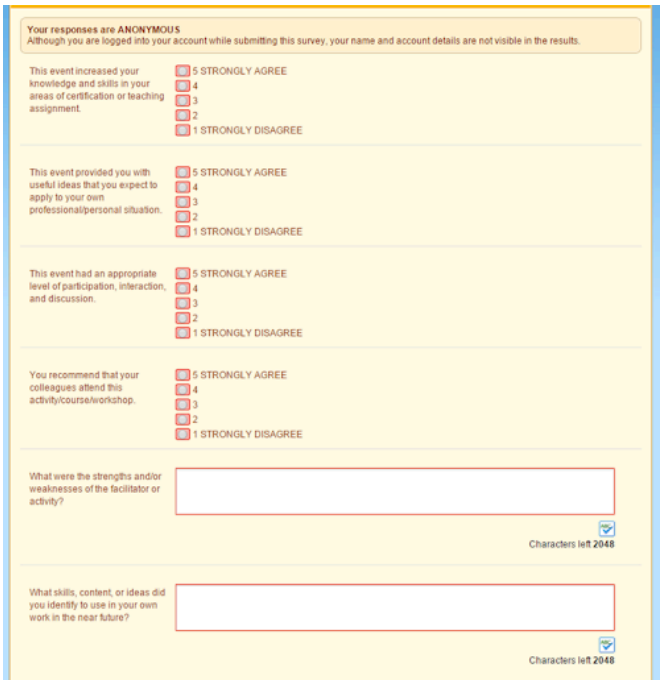






PROFESSIONAL LEARNING FEEDBACK

Elwood requests feedback from participants after professional development to evaluate the effectiveness of the training, understand its impact on teaching practices, and identify areas for improvement. This feedback helps ensure that future sessions are relevant, practical, and aligned with educators' needs and district goals. Some sample feedback forms are shown below:



Your responses are ANONYMOUS
Although you are logged into your account while submitting this survey, your name and account details are not visible in the results.

This event increased your knowledge and skills in your areas of certification or teaching assignment.
5 STRONGLY AGREE
4
3
2
1 STRONGLY DISAGREE

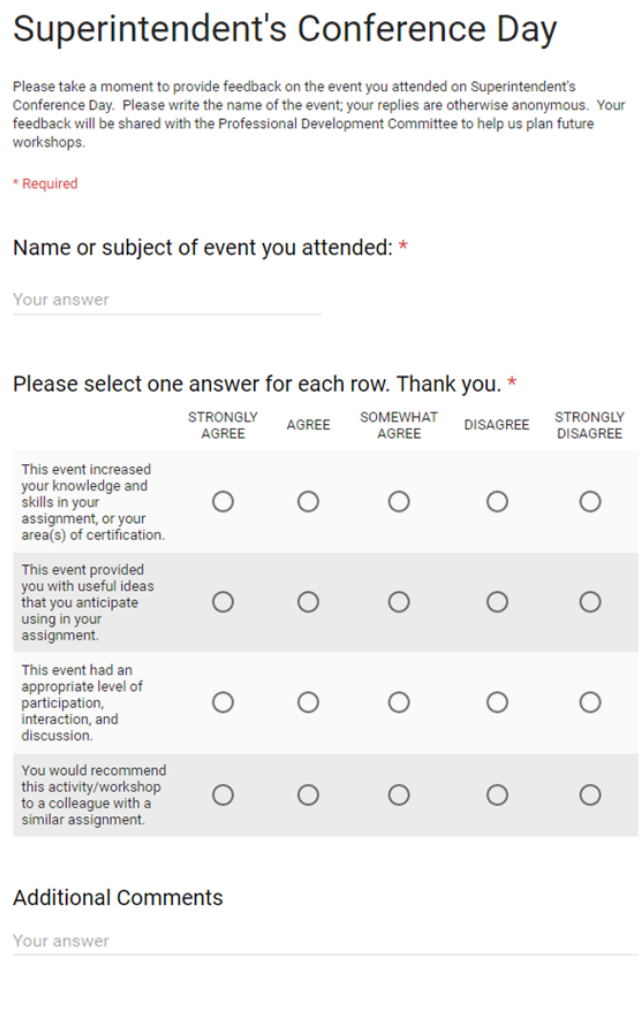
This event provided you with useful ideas that you expect to apply to your own professional/personal situation.
5 STRONGLY AGREE
4
3
2
1 STRONGLY DISAGREE

This event had an appropriate level of participation, interaction, and discussion.
5 STRONGLY AGREE
4
3
2
1 STRONGLY DISAGREE

You recommend that your colleagues attend this activity/course/workshop.
5 STRONGLY AGREE
4
3
2
1 STRONGLY DISAGREE

What were the strengths and/or weaknesses of the facilitator or activity?
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What skills, content, or ideas did you identify to use in your own work in the near future?
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Superintendent's Conference Day

Please take a moment to provide feedback on the event you attended on Superintendent's Conference Day. Please write the name of the event; your replies are otherwise anonymous. Your feedback will be shared with the Professional Development Committee to help us plan future workshops.

* Required

Name or subject of event you attended: *

Your answer

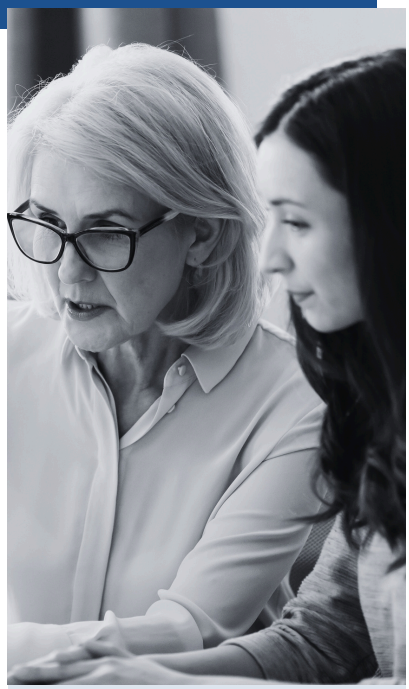
Please select one answer for each row. Thank you. *

	STRONGLY AGREE	AGREE	SOMEWHAT AGREE	DISAGREE	STRONGLY DISAGREE
This event increased your knowledge and skills in your assignment, or your area(s) of certification.	○	○	○	○	○
This event provided you with useful ideas that you anticipate using in your assignment.	○	○	○	○	○
This event had an appropriate level of participation, interaction, and discussion.	○	○	○	○	○
You would recommend this activity/workshop to a colleague with a similar assignment.	○	○	○	○	○

Additional Comments

Your answer

ELWOOD UFSD MENTORING PROGRAM FOR NEW TEACHERS



Philosophy and Purpose

- A well-structured and properly implemented mentoring program will provide our new teachers with a most important support component. This program is designed not just to acclimate the novice teacher to the District, but also to provide the ongoing resource of a highly skilled and veteran staff member throughout the teacher's first year of employment. The availability and active participation of the veteran teacher as mentor will, we believe, enhance the newly hired staff members prospects for ultimately achieving sustained success in the profession.

Mentor Selection and Overview

- In early August, the building principal will, following approval from the Assistant Superintendent for Human Resources after appropriate consultation, appoint a veteran teacher to serve as a full-year mentor for each newly hired teacher. Whenever possible, the mentor should be teaching at the same grade level or in the same content area as the newly hired teacher. (Where the effective date of employment is other than September, the selection will be made as soon as practicable after the new staff member is hired.)
- Persons chosen as mentors will be exemplary, experienced professionals with up-to-date knowledge of effective instructional strategies. They will also possess above-average interpersonal skills, to ensure that the mentor-mentee relationship is a successful one, with frequent communication in an atmosphere of mutual trust. The mentor is to understand that participation in the program is on a strictly voluntary basis. In addition, the mentor must subscribe fully to the scope of responsibilities, detailed herein.
- The District shall, whenever deemed necessary, provide mentors with appropriate preparation and training. Such preparation and training shall include, but shall not be limited to, the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques and time management methodology.
- It is the position of the District that the mentoring program is more likely to be successful if newly hired teachers know that they can freely discuss any perceived shortcomings or performance difficulties with the mentor, secure in the knowledge that such disclosures will not, in and of themselves, be part of their evaluations. Consequently, the mentor will have no supervisory or evaluation role whatsoever.
- We recognize that, notwithstanding careful selection in mentor-mentee pairing, personality variables may, on rare occasions, be such that the program becomes unproductive for a particular new teacher. If the incompatibility is so pronounced as to justify an adjustment, the principal will, in consultation with, and following approval from the Assistant Superintendent for Human Resources, identify a new mentor teacher as soon as possible.
- Scope of Mentoring Responsibilities
- The NY State draft guidelines on mentoring characterize the ideal mentor-mentee relationship as, "...professional, flexible, trustful, mutually educational and entailing sustained, frequent contact." With this in mind, the mentor and mentee will meet formally on at least a weekly basis throughout the year. Principals will make every effort to ensure that scheduling permits optimal opportunities for this to occur.
- In agreeing to serve as a mentor, a senior teacher agrees that the scope of responsibility will include, as a minimum, the topics listed below. In addition, the mentor will be available to discuss with the mentee any performance issues that may require attention. It is also suggested that periodic scheduling adjustments be appropriately considered, so as to allow the mentor time to observe the new teacher in a classroom instruction setting. It is to be understood, however, that such observations would be solely for the purpose of providing constructive feedback and should therefore not be construed in any way as supervisory.
- The District believes that, to effect continued program improvement wherever possible, it is important to consider each participant's evaluation of the mentoring experience. All mentors and mentees will therefore be asked to complete a written program assessment at the end of the academic year.

TOPICS:

- Introduction to school staff, instructional and support
- Information on school and district procedures
- Setting up grade books/registers
- Protocol for lesson planning
- Classroom setup
- The school curriculum
- Annual Professional Performance Review procedures
- Instructional strategies
- Using technology to enhance instruction
- Behavior management techniques
- Motivating students
- Procedures for communicating with parents
- Parent conferences/back to school night
- Student assessment
- Special Education, psychological services and school social workers
- Supervisory observations and evaluations
- Documentation and professional responsibilities
- Class trips
- Professional learning - conferences and workshops
- End-of-year procedures



NEW YORK STATE AND PROFESSIONAL STANDARDS RELEVANT TO PROFESSIONAL LEARNING

Professional Learning Standards:

- NYS Professional Learning Standards

Curriculum Standards:

- The Arts (music, visual theater, dance, and media)
- Career Development and Occupational Studies
- Computer Science and Digital Fluency
- English Language Arts
- Family and Consumer Sciences
- Health
- Mathematics
- Physical Education
- Science
- Social Studies
- Technology
- World Languages

Teaching Standards and Rubric:

- NYS Teaching Standards
- Danielson Framework - Teacher Rubric

Principal Standards and Rubric:

- Professional Standards for Leaders (formerly ISLLC)
- MPPR - Principal Rubric