

GLEN COVE CITY SCHOOL DISTRICT

Comprehensive Professional Learning Plan (2026–2028)



Pursuant to 8 NYCRR §100.2(dd) and Subpart 80-6 (CTLE Regulations)
Adopted by the Board of Education August 19, 2026

SECTION I: DISTRICT MISSION, VISION & REGULATORY AUTHORITY

1. Mission Statement

The Glen Cove City School District is committed to fostering an educational environment where all students reach their highest potential. We believe that high-quality, continuous, and job-embedded professional learning is the essential foundation for driving student achievement, cultivating inclusive classroom cultures, supporting social-emotional well-being, and ensuring seamless alignment with New York State Learning Standards. Professional development in Glen Cove is designed as a collaborative, reflective, and lifelong endeavor that respects the expertise of educators while continuously adapting to meet the evolving needs of our school community.

2. Statutory Authority & Governance

In compliance with 8 NYCRR §100.2(dd) of the Regulations of the Commissioner of Education, the Board of Education of the Glen Cove City School District establishes this multiyear Professional Learning Plan. This plan was developed collaboratively by the district's Professional Learning Committee (PLC), which fully satisfies state composition mandates. Specifically, a majority of the committee consists of practicing teachers designated by the teachers' collective bargaining organization, the Glen Cove Teachers Association (GCTA).

Professional Learning Committee Roster 2025-26

- **Randy Arnold** – Principal
- **Liza Carfora** – Principal
- **Danielle Corrigan** – Teacher
- **Alison Fletcher** – President, Glen Cove Teachers Association (GCTA)
- **Bryce Klatsky** – Assistant Superintendent for Curriculum, Instruction, and Technology (Designee)
- **Denise Reynolds** – Teacher
- **Kristen Schaefer** – ELA Coordinator
- **Morgan Steiger** – Teacher

Development & Adoption Timeline Assurances

- **October 1 Convening:** The PLC convened prior to October 1 to review ongoing data, analyze staff needs assessment responses, evaluate prior offerings, and initiate plan updates.
- **Annual Review & BOE Adoption:** This plan is subject to annual review and formal adoption by the Glen Cove Board of Education prior to September 1 of each covered academic year.

- **Public Availability:** Upon Board adoption, the complete plan is published on the district website and made accessible to staff, community members, and the New York State Education Department (NYSED) upon request.

SECTION II: CTLE FRAMEWORK & COMPLIANCE MANDATES

Under Subpart 80-6 of the Regulations of the Commissioner of Education, holders of Professional Certificates in classroom teaching or educational leadership, as well as Level III Teaching Assistants, must successfully complete 100 Continuing Teacher & Leader Education (CTLE) clock hours during each 5-year registration period with NYSED.

CTLE Mandate Quick Reference

- **Total Hours Required:** 100 CTLE hours per 5-year registration cycle
- **General Classroom Educators:** Minimum 15% (15 hours) dedicated to Language Acquisition / ELL
- **ESOL / Bilingual Certified:** Minimum 50% (50 hours) dedicated to Language Acquisition / ELL
- **Record Retention:** 8 Years (District Retention Audit Trail) / 3 Years (Individual Requirement)

1. Language Acquisition & ELL/ML Mandate Compliance

To ensure that all educators are equipped with pedagogical strategies to meet the language and content needs of Glen Cove's English Language Learner (ELL) and Multilingual Learner (ML) population, the district embeds language acquisition training into its core professional learning menu:

- **General Classroom Educators & TAs (15% Rule):** A minimum of 15% of required CTLE hours (15 hours per 5-year cycle) must focus on language acquisition, English as a New Language (ENL) methodologies, Sheltered Instruction, and strategies for co-teaching multilingual learners.
- **ESOL and Bilingual Certified Educators (50% Rule):** A minimum of 50% of required CTLE hours (50 hours per 5-year cycle) must focus on language acquisition, bilingual pedagogy, and culturally responsive instruction.
- **Hybrid Delivery Architecture:** The district provides opportunities to complete these specialized hours through:
 1. Embedded professional learning workshops during Superintendent's Conference Days, in-service, and department meetings led by ENL specialists and district coordinators.
 2. Regional partnerships with Nassau BOCES and the Long Island Regional Bilingual Education Resource Network (RBERN).
 3. Flexible, district-approved asynchronous online ENL modules that allow staff to fulfill language acquisition requirements on a personalized schedule.

2. Recordkeeping, Auditing & Verification

- **Tracking System:** Glen Cove utilizes Frontline Education / MyLearningPlan (MLP) as its official platform to publish, manage, track, and verify professional learning attendance and CTLE credit awards.
- **Retention Audit Trail:** In accordance with state regulations and district policy, the district maintains comprehensive records of all CTLE activities—including course outlines, attendance verification logs, presenter qualifications, and participant reflection evaluations—for an 8-year minimum (exceeding the state mandatory 7-year individual retention rule).
- **CTLE Certificates:** Upon verified completion of approved district offerings, electronic CTLE certificates stating the participant's name, last 4 digits of SSN, date of completion, course title, total CTLE hours awarded, and specific ENL credit hours are issued via Frontline.

SECTION III: COMPREHENSIVE NEEDS ASSESSMENT & SURVEY SYNTHESIS

In accordance with 8 NYCRR §100.2(dd), the PLC conducts a comprehensive annual needs assessment combining quantitative student outcome metrics with qualitative faculty feedback.

1. Student Outcome & Performance Data Sources

To ensure professional development is directly responsive to student learning needs, the PLC analyzes multiple district-wide data points:

- NYS Grades 3–8 English Language Arts (ELA) and Mathematics Assessment scores.
- NYS Regents Examination results (passing rates and mastery levels across all disciplines).
- NYSESLAT (New York State English as a Second Language Achievement Test) growth data and/or WIDA growth data.
- District benchmark tools, including LinkIt! assessments and other internal measures of academic achievement and progress.
- High school graduation, drop-out, and college/career readiness indicators.
- Special education referral, placement, and progress metrics.

2. Comprehensive Analysis of the April 2026 In-Service Survey

In April 2026, a comprehensive survey was administered to all instructional staff across grade bands (PreK–2, 3–5, Middle School, High School) and academic departments. The survey captured teacher perceptions of existing in-service structures, preferred allocations of time, desired curriculum enhancements, and specific technology preferences.

Key Findings from the 2026 Staff Survey

1. **Collaborative Time:** Increased priority on grade-level and departmental alignment over general lectures.
2. **Adaptive Tech & AI:** Hands-on integration of Gemini, Diffit, MagicSchool, and NotebookLM.
3. **Diverse Learners:** Focus on MTSS, UDL, co-teaching frameworks, and special education accommodations.
4. **Practical Application:** Protected time to build resources, differentiate units, and apply new tools.

Detailed Narrative Breakdown of Survey Results:

- **Re-Balancing Time Allocation (Departmental & Grade-Level Priority):** A primary finding from the survey was a strong desire among faculty to shift away from generalized, large-scale presentations in favor of dedicated, content-specific department meetings and grade-level collaboration. Secondary teachers emphasized that in-service time is most valuable when spent within their academic departments discussing discipline-specific standards, grading strategies, and classroom management. Elementary and special education staff stressed the need for vertical alignment across grades to eliminate instructional gaps.
- **Curriculum Framework & Vertical Alignment Needs:** Feedback from specialized educators (including ENL and Special Education teachers working across multiple grade levels) revealed instructional inconsistencies across buildings. For example, middle school teams identified that students were being taught writing frameworks using different acronyms across consecutive grade levels (e.g., RACES in 6th grade, RACE in 7th grade, and ICE in 8th grade). Staff called for collaborative planning time to establish standardized, district-wide instructional frameworks from upper elementary through high school.
- **Shift to Adaptive Technology and Generative AI:** Rather than requesting basic tutorials on static software platforms, staff expressed significant interest in learning how to integrate Generative AI tools into their daily planning and instruction. Frequently requested tools included Gemini, Diffit, MagicSchool, and NotebookLM. Teachers requested hands-on, adaptive training focused on using AI to streamline lesson preparation, create differentiated reading passages, generate real-world application tasks, and support administrative workflows.
- **Support for Diverse Learners & MTSS Expansion:** Educators across all grade levels identified supporting diverse learners as a top priority. Specifically, staff highlighted the need for practical, actionable strategies in Universal Design for Learning (UDL), effective integrated co-teaching (ICT) models, special education accommodations, and building robust Tier 2 and Tier 3 interventions as the district transitions to a comprehensive Multi-Tiered System of Supports (MTSS).
- **Respecting Professional Expertise & Practical Application Time:** Narrative responses repeatedly urged the district to structure professional development around "learning followed by application". Teachers requested that professional development sessions provide dedicated, protected time for educators to immediately apply new instructional strategies, build unit materials, collaborate with co-teachers, or integrate new technology tools directly into their upcoming lesson plans.

SECTION IV: STRATEGIC GOAL THEMES & NYS STANDARDS ALIGNMENT

The Glen Cove Professional Learning Plan is organized around five strategic themes, directly updated to align with current New York State Learning Standards and contemporary instructional frameworks:

- **Theme 1:** NYS Next Generation Learning Standards & Curriculum Alignment
- **Theme 2:** Multi-Tiered System of Supports (MTSS) & Inclusive Practices
- **Theme 3:** Adaptive Technology & Generative Artificial Intelligence Integration
- **Theme 4:** New Educator Induction & Professional Mentoring
- **Theme 5:** Social-Emotional Learning (SEL) & Culturally Responsive Pedagogy

Theme 1: NYS Next Generation Learning Standards & Curriculum Alignment

- **Goal Statement:** Ensure all PreK–12 curricula are fully aligned with the **NYS Next Generation ELA and Mathematics Standards**, the NYS P-12 Science Learning Standards, the New York State Portrait of a Graduate, and the NYS Social Studies Framework, fostering rigorous, coherent, and vertically aligned instruction across all schools.
- **Key Initiatives & Content Focus:**
 - Unpacking Next Gen standards and updating district curriculum maps across all grade bands.
 - Establishing vertical alignment in writing, problem-solving, and mathematical reasoning strategies.
 - Designing authentic, real-world performance tasks and formative assessment tools that emphasize critical thinking over rote memorization.
 - Incorporating cross-disciplinary literacy instruction into science, social studies, and technical subjects.

Theme 2: Multi-Tiered System of Supports (MTSS) & Inclusive Practices

- **Goal Statement:** Transition district support structures to a fully realized **Multi-Tiered System of Supports (MTSS)** framework that integrates academic, behavioral, and social-emotional interventions to maximize achievement for all students.
- **Key Initiatives & Content Focus:**
 - Strengthening Tier 1 core instruction through Universal Design for Learning (UDL) principles.
 - Developing systematic Tier 2 and Tier 3 academic intervention protocols

and data-monitoring tools.

- Enhancing Integrated Co-Teaching (ICT) models through dedicated co-teacher collaborative planning, role definition, and joint instruction workshops.
- Delivering embedded language acquisition training to ensure general education teachers effectively scaffold content for Multilingual Learners (ELLs).

Theme 3: Adaptive Technology & Generative Artificial Intelligence Integration

- **Goal Statement:** Empower educators to ethically, safely, and effectively leverage modern technological platforms and Generative AI tools to enhance instructional design, differentiate learning, and streamline professional workflows.
- **Key Initiatives & Content Focus:**
 - Providing choice-based, differentiated workshops on Generative AI tools (Gemini, MagicSchool, Diffit, NotebookLM).
 - Training staff on using AI for lesson differentiation, creating multi-level reading passages, generating rubrics, and designing personalized learning pathways.
 - Maintaining strict compliance with NYS Education Law 2-d regarding student data privacy and cybersecurity.
 - Utilizing interactive technologies (SmartBoard display tools, Canva, Google Workspace) to promote active student engagement.

Theme 4: New Educator Induction & Professional Mentoring

- **Goal Statement:** Support early-career educators through a structured, non-evaluative mentoring program that fosters pedagogical growth, builds professional resilience, and improves teacher retention.
- **Key Initiatives & Content Focus:**
 - Year-long orientation and monthly cohort meetings for probationary teachers.
 - Classroom management, parent communication, and building-level operational protocols.
 - Peer observation cycles and collaborative reflection with tenured mentor teachers.

Theme 5: Social-Emotional Learning & Culturally Responsive Pedagogy

- **Goal Statement:** Cultivate safe, welcoming, and culturally sustaining learning environments that support the whole child and foster strong community partnerships.

- **Key Initiatives & Content Focus:**

- Integrating SEL core competencies into daily academic instruction.
- Implementing trauma-informed classroom management and restorative discipline practices.
- Applying the NYS Culturally Responsive-Sustaining Education (CR-SE) Framework to ensure curriculum materials reflect the diverse backgrounds of the Glen Cove community.

SECTION V: PROFESSIONAL LEARNING DELIVERY MATRIX

Teachers are expected to participate in 20 hours of district-provided professional learning annually during contractual in-service time. Teachers are further encouraged to take advantage of regional workshops and trainings to advance their professional learning. Probationary teachers will also participate in an additional 10 hours of contractual professional learning time annually.

To ensure that professional growth is continuous, varied, and job-embedded, Glen Cove utilizes a multi-faceted delivery model that balances district-wide strategic priorities with department and grade-level autonomy:

Delivery Model	Operational Format & Structure	Target Audience	Primary Focus Areas
Professional Learning Communities (PLCs)	Ongoing, job-embedded collaborative teams meeting during dedicated in-service and prep blocks.	Grade-level teams, subject departments, special area units.	Data analysis (LinkIt!), student work examination, common assessment creation, and vertical mapping.
Superintendent's Conference Days	Full- or half-day dedicated district-wide professional learning events held throughout the school year.	All PreK–12 certified staff, administrators, and teaching assistants.	Keynote presentations, state-mandated compliance training, strategic goal workshops, and district initiatives.

Department & Grade-Level In-Service Meetings	Targeted monthly or bi-monthly collaboration meetings led by coordinators and department chairs.	Content-area departments (Secondary) and Grade-Level Bands (Elementary).	Next Gen standards alignment, discipline-specific pedagogy, department goals, and resource sharing.
Asynchronous Online ENL/CTLE Modules	District-approved, self-paced digital learning platforms.	Certified classroom teachers, TAs, and specialists.	Fulfilling the mandatory 15%/50% CTLE language acquisition requirements for ELLs.
Generative AI & Adaptive Tech Cohorts	Hands-on, interactive technology lab workshops led by tech integrators.	Voluntary and department-aligned educator cohorts.	Practical application of AI tools (Gemini, Diffit, MagicSchool) for task design and workflow efficiency.
Regional BOCES & RBERN Conferences	Out-of-district specialized workshops and regional institutes.	Targeted teachers, PPS staff, administrators, and ENL specialists.	Specialized legal/regulatory updates, advanced AP/IB training, and specialized ENL/Special Ed strategies.

SECTION VI: MENTORING PROGRAM GUIDELINES & OPERATIONAL FRAMEWORK

In accordance with 8 NYCRR §100.2(dd), the Glen Cove City School District maintains a structured, non-evaluative mentoring program designed to support new teachers during their transition into the district.

1. Program Goals & Core Objectives

- Ease the transition from teacher preparation programs to classroom practice.
- Enhance pedagogical skills and instructional confidence aligned with NYS Teaching Standards.
- Familiarize new staff with Glen Cove policies, procedures, technology platforms, and community demographics.
- Promote educator retention and build a supportive, professional school culture.

2. Selection, Role Definition & Confidentiality

- **Selection Criteria:** Mentors are experienced, tenured educators nominated by administrators and bargaining unit leaders. Candidates must demonstrate mastery in instructional practice, strong interpersonal communication skills, and a dedication to adult learning.
- **Pairing Criteria:** Mentors are paired with mentees based on subject area, grade level, and building assignment whenever possible.
- **Strict Confidentiality Requirement:** The relationship is non-evaluative and confidential except where disclosure is required by law, necessary to protect health or safety, or otherwise authorized under an applicable collectively negotiated agreement.

3. Time Commitments & Operational Protocols

- **Meeting Expectations:** Mentors and mentees meet for a minimum of **40 to 45 minutes weekly** during non-instructional planning time, before school, or after school.
- **Activities & Scope:** Collaborative work includes unit and lesson planning, analyzing student work, discussing classroom management strategies, setting up grading practices, preparing for parent-teacher conferences, and engaging in non-evaluative peer observations.
- **Log Maintenance:** Mentees and mentors maintain a brief monthly log summarizing meeting dates, duration, and topics discussed. Logs are submitted periodically to the Office of Curriculum and Instruction to verify program

completion.

- **Non-CTLE Credit Status:** Mentoring is conducted as a professional service to the district; CTLE clock hours are not directly granted for serving as a mentor teacher.

SECTION VII: ANNUAL EVALUATION & PROGRAM IMPROVEMENT

To ensure that professional learning translates into improved instructional practice and higher student achievement, the district utilizes a comprehensive, continuous evaluation model based on Guskey's Five Levels of Professional Development Evaluation:

Guskey Level	Evaluation Focus	Data Collection Method & Verification Tool
Level 1: Participant Reactions	Perceived value, presenter quality, and relevance.	Automated post-session surveys via Frontline/MLP.
Level 2: Participant Learning	Acquisition of new knowledge, skills, and techniques.	Session artifacts, revised unit maps, and AI tool creation.
Level 3: Organizational Support	District infrastructure, resources, and culture.	Administrative walkthroughs, schedule alignment, and tech access.
Level 4: Knowledge Application	Classroom implementation of learned strategies.	APPR observation cycles, peer feedback, and lesson plans.
Level 5: Student Outcomes	Impact on student engagement and academic achievement.	State assessment trends, LinkIt! data, and NYSESLAT growth.

SECTION VIII: BOARD OF EDUCATION ADOPTION & CERTIFICATION

Statement of Assurances

The Board of Education of the Glen Cove City School District certifies that:

1. The Professional Learning Team was duly constituted in full compliance with **8 NYCRR §100.2(dd)**, including majority teacher representation designated by the GCTA.
2. The plan addresses the professional growth needs of all instructional personnel, including general education teachers, special education staff, ENL specialists, PPS staff, and teaching assistants.
3. The district maintains complete records of all CTLE activities offered, attendance logs, and participant verification for an **8-year period**.
4. The district provides adequate resources and dedicated time to implement the initiatives outlined in this plan.

Adopted by the Glen Cove City School District Board of Education:

President, Board of Education

Superintendent of Schools

Date: _____

CERTIFICATE OF ATTENDANCE FORM

Appendix A

This form certifies that _____ has attended
(Teacher Name)

the conference entitled _____
(Name of Conference)

on _____.
(Dates of Conference)

**Further, it certifies that during his/her attendance at this conference,
s/he attended the workshops and/or meetings held during the
conference.**

Signature of Name of Conference Representative

Title

Date

NOTE: **With this form please submit any paperwork necessary for reimbursement of expenses as per Article 12, pg. 26-27 of the Collective Bargaining Agreement (aka Contract).**

revised 5/11/07

Article 9. Voluntary Mentoring Program

The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards. Effective December 31, 2019 (not retroactive), educators 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. Educators 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. Currently, our district does not offer CTLE credits for mentors, but this will be newly discussed at our Professional Development Committee meeting as we revise our plan for the 2023-2024 school year. The following guidelines will assist the District in working toward this goal:

1. All full time teachers who are hired new to the Glen Cove School District, (GCSD), who hold an initial certification, shall be assigned a mentor for the first year of their employment. Every attempt will be made to provide a mentor from the current GCTA membership. If unavailable, the District will seek to engage a mentor through other means (e.g. retired teachers, BOCES, SCOPE). Mentors may be assigned to teachers in their first year of employment who hold a provisional certificate or who are working less than 1.0 F.T.E. at the sole discretion of the District.
2. Mentors will be chosen on a voluntary basis by the GCSD administration. Generally mentors will be limited to tenured teachers with a minimum of three years of teaching experience. Positions shall be posted indicating grade level and/or subject area needed. The stipend for each mentor shall be set as per contract.
3. Whenever possible mentors and mentees will be in the same building and will teach the same grade level or subject. When volunteers are not available in the same subject area or grade level, teachers from the same building may be assigned. In the event that a suitable mentor is not available in the same building, every attempt will be made to assign a mentor from another building. If a District teacher is not available, the District will seek to employ a mentor by other means (e.g. retired teacher, BOCES, SCOPE).
4. Training for the mentor shall be provided annually. The preparation of mentors, may 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.
5. Mentors will be required to do the following:
 - attend and actively participate in the annual mentor training session in August, during one day of the new teacher orientation week to participate in mentor training and/or to work with the assigned mentee
 - spend a minimum of 40-45 minutes per week (as per scheduled period at building to which the mentor is assigned) with mentees; such time shall include the time necessary to complete classroom/lesson observations by mentor/mentee, model teach, assist with lesson/unit plans, orient mentee to the school/district practices, procedures and culture
 - maintain a log of meetings, to include the name of the professional certificate holder, his/her

teacher certification identification number, the title of the program, the meeting dates, times, locations and topics discussed; the log shall be submitted to the Assistant to the Superintendent for Personnel at the end of the school year; the contents of this log will not be used for evaluation purposes.

Appendix C

Beginning with the 2016-2017 school year, the Professional development Plan of each school district must describe how the district will provide their newly certified teachers and Level III teaching assistants with the opportunity to participate in 100 hours of professional development every five years (20 hours per year) by a sponsor approved by the NYSED. The professional development provided by the district must align with the goals outlined in the Professional Development Plan. Starting July 1, 2016, teachers who hold a Professional Certificate or educators who have been issued a Teaching Assistant Level III certificate are required to complete 100 hours of professional development over a five-year period (approximately 20 hours per year) in order to maintain certification. The ultimate goal of all efforts in this area is to increase the capacity of faculty members to enable and assist all students to higher academic achievement. The New York State Education Department defines acceptable CTLE as: the study in the **content area** of any certificate title held by the individual or in **pedagogy**, and include any required study in **language acquisition** addressing the needs of English language learners as described in section 80-6.3 of this Subpart. Acceptable CTLE must be conducted through activities designed to improve the teacher or leader's pedagogical and/or leadership skills, 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.

- Enhancement of teachers' subject matter knowledge [**content area**]
- Teacher knowledge, use and application of appropriate teaching techniques [**pedagogy**]
- Refining practices 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 [**language acquisition**]

CTLE hours. Educators are responsible for logging their CTLE hours and their certificates. Educators are responsible for keeping copies of certificates either through MLP or hardcopies of certificates and log their hours. If the State requests that hours be provided, the teacher will then have to provide this information. By logging into MLP and clicking on 'My Portfolio' educators can see what has been recorded in the system.

As you know, certificate holders are now required to register with TEACH and record 100 hours of CTLE sponsored professional development (PD requirement is only holders of professional licenses – see [Office of Teaching Initiatives](#) for more details) over a 5 year period.

Please see below for three pages of sample of acceptable CTLE registration forms as well as CTLE certificates from MLP which includes all elements of the NYSED form.

CTLE HOURS

For use in recording CTLE if such CTLE does not have a specific form of its own. DO NOT USE IF ACTIVITY HAS OR WILL BE SUBMITTED VIA ANOTHER FORM IN MLP (e.g. District or BOCES Catalog, conference request, inservice or undergraduate credit request.)

Instructions

Activity Title

Activity Type

CTLE Category

Activity Description

Dates

StarDate (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Dates/Times

Provider

Provider/Workshop

If not on list, enter here

Hours

Enter the number of Hours for this activity to the nearest quarter hour in decimal form e.g. 25/ 50/ 75/1.0 TEACH will do tallying

Hours

Comments

Acknowledgement

I acknowledge I am aware of the District's Professional Development Plan and attest I will comply with such Plan as it relates to the number of hours for coursework, conducting and participatory activities. I further acknowledge it is my responsibility to maintain any and all records which can substantiate my PD activities should an inquiry be made.

☐ I ACKNOWLEDGE I HAVE READ THE ABOVE

Finish

To receive credit or stipend, prior approval of the course must be obtained on this form, and the staff member must submit an official completion certificate.

Course Information

CTLE Category

- ☐ Content
☐ ELL Aligned
☐ Non-ELL
☐ Pedagogy

Course Title

Course Number

Description



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Course Website

Dates

StartDate (mm/dd/yy)

End Date (mm/dd/yy)

Meeting Dates/Times

Institution Name

Provider

--- Click To Select ---

If not on list, enter here

Inservice Hours

Enter the number of Hours you are seeking for this activity.

Please remember, 15 Hours = 1 inservice credit.

Hours

Identify a Purpose

Be sure to select a purpose. Remember, you cannot identify Inservice Credit AND Stipend. It must be one or the other.

Purpose

- ☐ Graduate Towards Salary Advancement
☐ Inservice Towards Salary Advancement
☐ CTLE Hours

Goal(s) and Objective(s)

Select At Least One District Objective

Goal : Meeting District Priority Areas

- ☐ Priority 1. Standards-Driven Instruction
- ☐ Priority 2. Differentiated Instruction
- ☐ Priority 3. Balanced Literacy
- ☐ Priority 4. Diversity in Teaching and Learning
- ☐ Priority 5. Higher Order Thinking Skills
- ☐ Priority 6. Teaching for Understanding
- ☐ Priority 7. Understanding by Design
- ☐ Priority 8. Learning /Applying Process Writing Strategies
- ☐ Priority 9. Content Area Knowledge and Skills
- ☐ Priority10. Social Emotional Learning
- ☐ Priority11. Proficiencies/Outgrowths of State Standards
- ☐ Priority12. Curriculum and Instruction through Technology
- ☐ PriorityAreas

Additional Comments (OPTIONAL)

Comments



Characters left **2048**

Finish

Glen Cove City School District
Administration Bldg.
154 Dosoris Lane
Glen Cove, NY 11542
Phone: 801-7020
Email: adoeschner@glencoveschools.org
(Authorized Provider #: 573)

This certifies that XXXXXX
(DOB:X/XX/XXXX, SSN:XXXX) has

successfully completed the following course/activity:

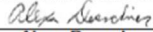
Title: Date xx/xx/xxxx

This started on xx/xx/xxxx and was completed on xx/xx/xxxx

1 Hours - CTLE Hours

Category - Pedagogy

I certify that the individual listed completed the
CTLE cited pursuant to Subpart 80.6 of the
Regulations of the Commissioner of Education



Alexa Doeschner
Assistant Superintendent C & I

Printed on 6/7/2023

GLEN COVE CITY SCHOOL DISTRICT
Professional Development – Evaluation Form

Appendix E

Please complete and return this form to: Personnel Office

Title of Professional Development Activity:	Date:
Location:	
Name of Provider:	

Please answer the following questions by marking the scale according to your perceptions of this professional development activity.

	Strongly Agree	Somewhat Agree	No opinion	Somewhat Disagree	Strongly Disagree
1. The goals/objectives for this professional development were accomplished.	☐	☐	☐	☐	☐
2. This activity increased my knowledge and skills in my areas of certification, endorsement or teaching assignment.	☐	☐	☐	☐	☐
3. The relevance of this activity to NYS teaching/common core standards was clear.	☐	☐	☐	☐	☐
4. This professional development provided useful ideas which I expect to apply to my own professional situation.	☐	☐	☐	☐	☐
5. The material was presented in an organized, easily understood manner.	☐	☐	☐	☐	☐
6. The professional development included discussion, critique, or application of what was presented, observed, learned, or demonstrated.	☐	☐	☐	☐	☐
7. The instructor(s) was well prepared and his/her style, methods and rapport were suitable for this workshop.	☐	☐	☐	☐	☐

8. The best features of this activity were:

9. Suggestions for improvement include:

10. What, if any, suggestions do you have for additional courses/workshops which might be organized in the future?

11. Other comments and reactions I wish to offer:

GLEN COVE SCHOOL DISTRICT
Human Resources Office

Appendix F

INSERVICE / GRADUATE CREDIT PRIOR APPROVAL

(Please complete form and return it to the Human Resources Office.)

NAME _____ BUILDING _____

GRADE/SUBJECT _____ DATE _____

Name and Course Number: _____

Name of Institution Offering Course: _____

Type of Course: Inservice _____ Graduate _____

Location: Classroom _____ On-line _____

PLEASE ATTACH COPIES OF DOCUMENTATION SHOWING: COURSE DESCRIPTION, INSTITUTION NAME, TIME AND DATES OF COURSE, NUMBER OF HOURS.

Related Priority Area (Check one or more):

- _____ To continue to ensure a strong and consistent districtwide focus on the performance standards with an emphasis on standards-driven instruction.
- _____ To utilize differentiated instruction as a strategy to promote the success of all students.
- _____ To incorporate balanced literacy.
- _____ To create an environment that embraces diversity in teaching and learning.
- _____ To improve student achievement through the use and emphasis on inquiry-based approaches to teaching which stimulate students' higher order thinking skills.
- _____ To improve student achievement by implementing the principles of Teaching for Understanding as exemplified by similar approaches set forth by Project Zero.
- _____ To improve student achievement through implementation of classroom curriculum design based upon the philosophy of Understanding by Design, namely planning backwards, starting with the big idea, and emphasizing students working towards answering essential questions.
- _____ To improve student achievement by providing students opportunities to read and write across the content areas and teaching students appropriate study skills strategies, and learning and applying process writing strategies.
- _____ To strengthen teachers' knowledge and skills in their content areas.
- _____ To implement a social/emotional learning program.
- _____ To bring about a more focused approach to curriculum development by shifting toward the identification of specific guaranteed proficiencies which are outgrowths of State standards.
- _____ To enhance curriculum and instruction through the use of technology.

Number of Credits Requested: _____ (15 hours = 1 inservice credit)

Reviewed by Principal / Coordinator: _____ (initials)

Assistant Superintendent Date _____ approved _____ disapproved
(explanation letter attached)
_____ Number of Credits Approved