



New Hyde Park-Garden City Park UFSD
PROFESSIONAL LEARNING PLAN

DISTRICT NAME: New Hyde Park-Garden City Park UFSD

BEDS CODE: 280405020000

SUPERINTENDENT OF SCHOOLS: Jennifer Morrison-Raptis, Ed.D

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YEAR(S) PLAN IS EFFECTIVE: 7/1/24 – 6/30/25

Composition of Professional Learning Team(s)

District Team*

School Team(s)

administrators/staff 5

administrators/staff _____

teachers 12

teachers _____

others 3 (specify roles below)

others _____ (specify roles below)

1 Parent Member

1 Board Member Liaison (Board members are invited, but are not voting members)

1 Higher Education Institution Representative

Number of school buildings in district: 4

Number of school-based professional learning teams: 0

Administrators: Jennifer Morrison-Raptis, Kim LaRegina, Beth Torreano, Areyana Schmitt and Colleen Topping

Teachers: Jennifer Banks, Lara Holzkamp, Jeanine Laurino, Sharon Layburn, Dina Maiella-Marro, Noel Ocasio, Jackie Price, Susan Schlueck, Vivian Sirakis and Rebecca Turano, Hyunah Park, Robyn Kurasaki

Parent: Christina Creado

Board of Education Liaison: Danielle Messina

Higher Education: Dr. Maria Dove (Molloy University)

Planning Team

1. While school teams have not been included formally in the district Professional Learning Planning Team, the team itself is comprised of representatives from across the district. The plan addresses not only the district-wide needs of our elementary school teachers, but also the specific and perhaps unique needs of individual schools and/or areas.

2. Scope of Professional Learning Team Responsibility:

The professional learning team will be involved in:

- | | |
|--|---|
| <input checked="" type="checkbox"/> goal-setting | <input checked="" type="checkbox"/> need analysis |
| <input checked="" type="checkbox"/> planning/developing activities | <input checked="" type="checkbox"/> plan implementation |
| <input checked="" type="checkbox"/> evaluation/modifying plan | <input checked="" type="checkbox"/> objective-setting |
| <input checked="" type="checkbox"/> recommendations | |

3. The expectation is that each teacher will participate minimally between 25 to 35 hours of professional learning each year. The expectation is that the district will offer teachers the opportunity to participate in minimally between 25 to 35 hours of relevant professional learning each year. Holders of Initial Certificates will complete a first year mentored experience (see attached Mentor Program information for details). As for the PLP Team, it is expected that approximately 3 hours will be devoted to evaluation and modification of the plan each year, excluding the first year's development time.

4. Chapter 56 of the Laws of 2015 added Section 3006-a which requires that commencing with the 2016-2017 school year, each Continuing Teacher and Leader Education (CTLE) certificate holder who is practicing in a New York State public school or BOCES to complete 100 hours of CTLE during each five year registration period. The following professional learning will count towards this 100 hour requirement:

- 2-hour Monday Professional Learning Meetings (16 hours total)
- Portions of Superintendent's Conference Days
- In-district in-service courses
- BOCES workshops
- Nassau TRACT workshops
- Outside conferences
- Collegial Circles (7 ½ hours)
- Grade/Team Meetings
- Attending and serving on District Committees (for example Curriculum Committees)
- Any in-district or out-of-district training that relates to professional growth and/or increasing student achievement

Professional Development Goals

As a district we will continue to provide professional learning to faculty and staff

as needed to keep current with all NYS mandates including APPR regulations, Part 154 regulations, and the Next Generation Learning Standards. All professional staff will be provided with training on the approved 3012-d 24-25 APPR Plan, including continued professional learning in using the Danielson Framework for Teaching rubric. We will continue to support teachers with the Next Generation English and Mathematics Learning Standards during the 2 hour professional learning sessions. Additional topics of support will include professional learning related to English Language Learners including support for co-teaching, ongoing grade level curriculum planning, aligning teaching with the NYS Social Studies Framework, and STEAM integration. The district will work with the Sewanhaka CHSD to explore mechanisms for vertical articulation between the elementary schools and New Hyde Park Memorial HS.

Needs Analysis

1. Annually, district teachers and administrators will review and compare current curricula with the Next Generation English and Mathematics Learning Standards. As a result, related goals and objectives will be reviewed and revised annually and will take the following into consideration:
 - Five year cycle of curriculum review
 - Review and analysis of student achievement data when establishing goals and objectives which are based on measurable items and APPR regulations
 - State Assessment requirements
 - Textbook adoptions
 - Current status of implementation of the district's 3 year plan
 - Next Generation Learning Standards

2. The Professional Learning Plan is continuous, reflecting a multi-year approach to improve student performance:
 - Workshop evaluations will be distributed for all professional learning activities, including 2 hour PL sessions.
 - District goals and objectives will be written for the new school year. The goals and objectives will flow from an evaluation of the past year's accomplishments and current assessment of district needs, both for students and teaching staff. Such needs will be determined by a review of the School Report Card, local and standardized testing, teacher surveys, and administrators' evaluation of teaching staff.
 - The PLP committee will review needs surveys, including a mid-year and end of year survey, and current goals and objectives to formulate staff learning for Superintendent's Conference Day(s), and after school courses and workshops.
 - Superintendent will conduct an evaluation of the district's progress in meeting the goals and objectives for that year.

Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- ✓ School Report Card
- ✓ Student attendance rates
- ✓ Student performance results desegregated by ethnicity, gender, SES, and other special needs
- ✓ State benchmarks for student performance
- ✓ Longitudinal data - Nassau BOCES Instructional Data Warehouse
- ✓ Teacher turnover rate
- ✓ Teacher proficiency data
- ✓ Teacher surveys
- ✓ Teacher self-assessment
- ✓ Curriculum surveys
- ✓ Other:
 - Changes in Commissioner's Regulations (APPR, Part 154)
 - Changes in Curriculum (Next Generation Learning Standards, Social Studies Frameworks, Science)
 - Changes in Textbook Adoptions
 - Changes in State and Local Assessments
 - PTA Input

Needs Assessment Prioritizing

Area of Need: English Language Arts

Student Performance	Teacher Content/Practice	District Goal
<ul style="list-style-type: none"> Improve the performance of students in their use of skills and strategies to read, write, speak and listen for critical analysis and evaluation using a variety of materials Demonstrate literacy as a life skill Increase ability to find and read materials that are appropriate to their interests and abilities Use time for regular/daily uninterrupted periods to read Improve students' ability in reading across genres Improve close reading skills 	<ul style="list-style-type: none"> Develop strategies which integrate lessons across the curriculum Develop strategies to use appropriate performance based assessment techniques Develop strategies to prepare students to perform successfully on state assessments Provide PL in strategies to teach reading and writing across genres 	<ul style="list-style-type: none"> Teachers model and facilitate learning by implementing a program of language arts instruction which focuses on having students learn strategies and skills necessary to read and listen critically and speak and write within the context of meaningful literate experiences

Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
<ul style="list-style-type: none"> Provide PL to support the current curriculum and facilitate implementation of NGLS and the Science of Reading Provide PL to support various components of the reading program (phonics, guided reading, Foundations, comprehension, writing and grammar mechanics, and balanced literacy) PL for the content, format, and creating/scoring of common assessments and alignment to report cards Have grade level discussions of text/literature at each level using district curriculum Writing PL Support for English Language Arts programs; Reading Fundamentals, Writing Fundamentals and Foundations Support for Reading/Writing workshop model, including conferencing Utilize STAR IDW 	<ul style="list-style-type: none"> Workshops, modeling, push in, and visitations In-service/on -line courses Nassau TRACT workshops and conferences 	Administrators, Teachers, Consultants and Instructional Coaches	Superintendent's Conference Days, 2 Hour Professional Learning, Summer Curriculum Writing	<ul style="list-style-type: none"> State, District, and classroom assessments, including consideration of available information concerning achievement vs. anticipated outcomes (STAR, Inventory skills checklist and Reading Benchmarks) K-6 ELA Assessments Seeing Stars

Area of Need: Mathematics

Student Performance	Teacher Content/Practice	District Goal
<ul style="list-style-type: none"> Increase student's ability to understand mathematics and become better critical thinkers and problem solvers 	<ul style="list-style-type: none"> Develop strategies and skills to meet NGLS using a variety of 	<ul style="list-style-type: none"> Continue to implement the district's math curriculum in

<ul style="list-style-type: none"> • Increase student's confidence in one's own ability to use mathematics and make sense of problems and persevere in solving them • Develop a student's connection from the abstract/theoretical concepts of mathematics to real life experiences • Make use of and practice the eight Standards for Mathematical Practice that are part of the NGLS 	<p>resources, manipulatives, hands-on and real-life examples.</p>	<p>order to ensure instruction alignment with the NGLS, especially the major clusters of focus.</p>
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Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
<ul style="list-style-type: none"> • Provide PL to support the current curriculum and facilitate implementation of NGLS • Fully utilize text and resources to support math instruction • Promote mathematical literacy by providing experiences and/or activities that apply mathematics to real world settings • Use manipulatives and provide instruction using writing and reasoning to solve problems • Develop math discourse by using Magma Math as the platform • Utilize STAR data • IDW 	<ul style="list-style-type: none"> • Workshops, modeling, push in, and visitations • In-service/ on-line courses • Nassau TRACT workshops and conferences • Grade level meetings and discussions to support Savvas 	<p>Administrators, Teachers, Consultants, Math/Science Instructional Coach</p>	<p>Superintendent's Conference Days, 2 Hour Staff Development, Summer Curriculum Writing</p>	<p>State, District, and classroom assessments, including consideration of available information concerning achievement vs. anticipated outcomes (STAR, Common Assessments)</p>

Area of Need: Social Studies

Student Performance	Teacher Content/Practice	District Goal
Increase ability to use a variety of documents to gather information and critically analyze in order to synthesize/construct specific questions	Develop strategies to meet NGLS using a variety of resources (e.g., develop classroom activities to enhance critical analysis of primary source data)	Enable teachers to understand strategies and use materials designed to promote document based inquiry
Increase ability to meet NYS SS Framework standards for learning	Develop competencies in new frameworks as they relate to SS instruction	Enable teachers to understand new learning standards for Social Studies

Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
Provide grade level appropriate staff learning in a timely fashion <ul style="list-style-type: none"> To enable instruction to meet NGLS To enable teachers to utilize any new texts adopted or resources To develop the use of integrate primary and secondary sources into the curriculum Develop formative non-fiction reading and writing prompts Support for NYS Framework and Inquiries 	<ul style="list-style-type: none"> Workshops and modeling, in-service and on-line opportunities Putnam Northern Westchester Resource Nassau BOCES NCSS 	Teachers, instructional coaches, administrators, high school district partners, consultants and agencies	Superintendent's Conference Days, workshops, outside release time for staff learning during the school year, in-service and summer classes	Will include district assessments and various assessment tools used in each classroom

Area of Need: Science

Student Performance	Teacher Content/Practice	District Goal
Increase students' ability to apply the engineering process to real world applications and increase their critical	Develop strategies to meet the integration of science into NGLS for ELA and Math	Enable teachers to understand strategies and materials designed to promote understanding of the

thinking skills		scientific process and how to incorporate science into ELA and Math instruction
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Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
Provide PL to support: <ul style="list-style-type: none"> • Understanding of the design process • Understanding of the Next Generation Science Learning Standards • Integration of science into ELA and math instruction • Support for STEAM/PLTW 	<ul style="list-style-type: none"> • Workshops, In-service/on-line courses • Grade level discussions on the Next Generation Science Learning Standards • Nassau Tract Workshops and Conferences • PLTW • Coding 	Administrators, Teachers, Consultants, Collaboration with the High School, Project Lead the Way Specialist, Coding Instructor and Math/Science Instructional Coach	Superintendent's Conference Days, 2 Hour Staff Development, Summer Curriculum Writing	<ul style="list-style-type: none"> • District assessments • Student performance data at the district and Nassau County Science Fairs • NYS Grade 5 Science Assessment

Area of Need: Special Areas: Art, Odyssey, Mathletes, ENL, Library, The Arts, Physical Education, STEAM/Computer Science and Special Education

Student Performance	Teacher Content/Practice	District Goal
Increase ability to meet NGLS and/or specific NY State standards for each specialized area of learning	<ul style="list-style-type: none"> • Develop strategies to meet standards • Align instruction with standards 	Enable teachers to receive instruction and use materials designed to assist them with aligning instruction to the standards for each specialized area

Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
Provide PL support: <ul style="list-style-type: none"> • NYS standards per subject area • New materials, resources or programs • Scoring of state assessments • Criteria for enrichment programs • PE: Use adaptive PE resources • Supporting special needs students in special area courses 	<ul style="list-style-type: none"> • Workshops • In-service/on-line courses • State approved training for scoring • Nassau TRACT workshops and conferences 	Administrators, Teachers, Consultants, Instructional ENL Coach	Superintendent's Conference Days, 2 Hour Staff Development, Summer Curriculum Writing	District and classroom assessments NYSESLAT

Area of Need: Technology, Computer Science and Library

Student Performance	Teacher Content/Practice	District Goal
Utilize technology resources to facilitate understanding in all areas of learning	Integrate technology into instructional practices and use technology to differentiate instruction	Enable teachers to receive support for technology integration in all subject areas to support DLS and NGLS

Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
Provide PL: <ul style="list-style-type: none"> • Mobile device usage, ie: ipads, 	<ul style="list-style-type: none"> • Workshops • Conferences • In-service/ 	Teachers, Administrators, Consultants, Nassau BOCES, Nassau TRACT,	Superintendent's Conference Days, 2 Hour Staff Development,	Classroom visitation and teacher survey

<ul style="list-style-type: none"> Chromebooks Use of the wireless network Instructional applications, ie: web 2.0 tools, iPad apps, Google Classroom Use of online textbook resources Use of Interactive Boards Coding Digital Citizenship Remote/Distance Learning Digital Fluency Learning Standards 	<ul style="list-style-type: none"> online courses Nassau TRACT courses and workshops Nassau BOCES Model Schools workshops 	Technology Advisory Committee, Technology Specialist, Library Media Specialists	Summer Curriculum Writing	
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Area of Need: Special Education/Speech

Student Performance	Teacher Content/Practice	District Goal
Intensive needs students: Perform at level of IEP goals with increased mainstreaming in other subjects	Develop a knowledge base about strategies to support high needs learners	Continue to enable teachers to understand strategies, materials and resources to meet goals of high needs learners
At risk students: Increased performance on below level skills as identified by state assessments and district assessments	Develop and implement instructional strategies using a variety of resources and techniques to meet the needs of the diverse learners of all ability levels	Continue to enable teachers to understand strategies, materials and resources to meet goals of all learners

Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
Provide PL: <ul style="list-style-type: none"> Changes to the District RTI Plan (MTSS) 	<ul style="list-style-type: none"> Workshops, modeling, push in, behavior, and visitations In-service/on-line 	Administrators, Teachers, Consultants, Aides, School Counselor, School Psychologists, Social Workers, and Instructional Special	Superintendent's Conference Days, 2 Hour Staff Development, Summer Curriculum Writing	<ul style="list-style-type: none"> State, District, and classroom assessments, including consideration of

<ul style="list-style-type: none"> • Writing of IEP goals • Using data to target specific skill deficits • Executive Functioning • IST Process 	<ul style="list-style-type: none"> • courses • ICS team meetings • Consultants for special education teachers • Consultants for special education aides • Nassau TRACT workshops and conferences 	Education Coach		<p>available information concerning achievement vs. anticipated outcomes</p> <ul style="list-style-type: none"> • Evaluation of IEP goals at CSE • Evaluation of PBIS Expectations
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Area of Need: NGLS Support

Student Performance	Teacher Content/Practice	District Goal
Students are diverse learners in both abilities and needs	Develop a knowledge base about learning styles of all ability levels. Develop and implement instructional strategies using a variety of resources and techniques to meet the needs of the diverse learners of all ability levels.	Continue to enable teachers to understand strategies and use materials designed to meet the instructional needs of diverse learners of all ability levels
Academic Vocabulary	Develop a grade level knowledge base on academic vocabulary for all teachers	Use strategies and materials to support the use of academic vocabulary in interdisciplinary units
Formative Assessment	Develop a knowledge base on assessments for learning for all faculty	Use formative assessments to diagnose gaps in learning to subsequently target skills with RtI

Implementation Plan

Strategies	Activities	Who	Time Frame	Performance Measure/Data Source
<p>Provide Grade level appropriate staff learning in a timely fashion:</p> <ul style="list-style-type: none"> • To foster differentiation • To utilize and apply technology for differentiation • To use student data to meet specific needs 	<ul style="list-style-type: none"> • Workshops, modeling, push in, and visitations • In-service/on-line courses • ICS team meetings • Consultants for special education teachers • Consultants for special education aides • Nassau TRACT workshops 	Administrators, Teachers, Consultants, Aides, Instructional Coaches	Superintendent's Conference Days, 2 Hour Staff Development, Summer Curriculum Writing	<ul style="list-style-type: none"> • State, District, and classroom assessments, including consideration of available information concerning achievement vs. anticipated outcomes • Inclusiveness of the classroom with

<ul style="list-style-type: none">• Plan and revise interdisciplinary units and assessments	and conferences			consideration to the frequency and intensity of support services <ul style="list-style-type: none">• Observed use of academic vocabulary in instruction
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Evaluation Plan

In addition to the administrators' review of the specific performance measures of each objective, an evaluation survey will be distributed to all teachers. In addition, individual workshop evaluation and feedback forms are filled out at the conclusion of each staff learning activity through Frontline. The survey is reviewed by the PLP committee and district administration in order to recommend staff learning plans for the following year.

Performance Measure/Data Source:

The PLP committee will evaluate the effectiveness of the implementation of the plan and will make any recommendations for changes to the Board of Education for review and approval by July.

Evaluation:

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

Indicators:

- Resources are provided to plan and conduct ongoing evaluation of professional learning.
- Professional learning evaluation uses multiple measures to assess effectiveness of the knowledge and skills 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).
- 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).
- 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/district-wide professional learning plans.

District Resources

The following internal and external resources will be used to help meet our goals:

Fiscal Resources:

- ✓ Local Budget
- ✓ Title II Part A Teacher and Principal Training and Recruiting Fund
- ✓ Outside Grants

Staff Resources:

- ✓ Content specialists
- ✓ Exemplary teachers
- ✓ Instructional Coaches

Providers:

- ✓ Teacher Resource Center-Nassau TRACT Teacher Center
- ✓ BOCES (e.g., Data Warehouse, SETRC, BETAC)
- ✓ Publisher's Staff Developers
- ✓ Independent Consultants
- ✓ Sewanhaka Central High School Consultants
- ✓ Institutions of Higher Education - Molloy College
- ✓ District Staff
- ✓ Model Schools

Appendix

Beginning with the 2016-2017 school year, the Professional Learning 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 learning every five years (20 hours per year) by a

sponsor approved by the NYSED. The professional learning provided by the district must align with the goals outlined in the Professional Learning Plan. 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 recommends that the content of these professional learning opportunities be directly related to:

- Enhancement of teachers' subject matter knowledge [content]
- Teacher knowledge, use and application of appropriate teaching techniques [pedagogy]
- Broadening and enhancing teacher abilities to apply more accurate and appropriate assessment methodologies [assessment]
- Enhancing teacher skills and options in effectively managing individual students and classrooms in both heterogeneous and homogeneous settings [student/classroom management]

The content of the New Hyde Park-Garden City Park School District's Professional Learning Plan is being supported in part by the BOCES, RIC, RBERN, RST-TASC, Teacher Centers and consultants, such as the following:

Partial List of Professional Organizations/Providers

AHPERD – National Association for Health, PE, Recreation and Dance
AATI Long Island – American Association Teachers of Italian Long Island Chapter
AASL – American Association of School Librarians
ACDA – American Choral Directors Association
ACLD – Association for Children and Adults with Learning Disabilities
ACS – American Chemical Society
ALA- American Library Association
Always Learning - JoEllen McCarthy
AMTNYS - The Association of Mathematics Teachers of New York State
AOSA – American Orff Schulwerk Association
ASA – Art Supervisors Association
ASBDA – American School Band Directors Association
ASCD – Association for Supervision and Curriculum Development
ASHA – American Speech Language Hearing Association
BETAC – Bilingual Education Technical Assistance Center
BOCES -Eastern Suffolk
BOCES - Nassau
BOCES- Putnam Northern Westchester
BOCES - Western Suffolk
Brookhaven Science Assoc., LLC
Borenson Associates
Bureau of Education and Research
CEC -Council of Exceptional Children
Center for Science Teaching and Learning
CHADD – Children with Attention Deficit Disorders
Children's Hearing Institute
CLD – Council on Learning Disabilities
Cohan, Audrey Dr.
Consulting that Makes A Difference, Inc. - Diane Ripple
Crisis Prevention Institute

Cross Country Education, LLC.
CSTA – Computer Science Teachers Association
Davidian, Ann
Eddy, Jennifer Dr.
Friends of Garvies Point
FLACS - Foreign Language Assoc. of Chairpersons & Supervisors
Fountas & Pinnell/Heinemann
Grant, Alice
Hofstra University
Intercounty Teacher Resource Center
IRA- International Reading Association
ISTE – International Society for Technology in Education
KIDZ Therapy Services
Lakretz Creative Support Services
Learning Curve Consultants -SIM
Learning Disabilities Association of America
LEGO Education
Lesley University
LIASCD - Long Island Association for Supervision & Curriculum Development
LIAPG – Long Island Association of Professional Geologists
LIASEA Long Island Assoc. of Special Education Administrators
LIATA – Long Island Art Teachers Association
LIFC – Long Island Flute Club
LILT – Long Island Language Teachers
Long Island Math Conference Board
LIPTA – Long Island Physics Teachers Association
LISELA – Long Island Science Education Leadership Association
LISFA – Long Island String Festival Association
LISHA - Long Island Speech and Language Hearing Association
LISMA – Long Island School Media Association
Long Island Council of Social Studies
LIU - Long Island University
MENC – National Association of Music Educators
Mentoring Partnerships of LI
Microsoft
Mike Walsh Consulting
Molloy College
NAESP – National Association of Elementary Principals
Nassau Counselors Association
Nassau Tract
Nassau Zone: Local Association for Health, PE
NAHSA – National Association for Hearing and Speech Action
NASSP – National Association of Secondary Principals
National Art Education Association
NAEA – National Art Educators Association
NCLD – National Center for Learning Disabilities
NCAMS- Nassau County Assoc. of Mathematics Supervisors
NCMTA – Nassau County Mathematics Teachers Association
NCTE – National Council of Teachers of English

NCTM – National Council of Teachers of Mathematics
New York Hall of Science
New York State Art Teachers Association
Newsela Pro
NFA – National Flute Association
NICE Inc.
NMEA – Nassau Music Educators Association
NYSABE New York State Assoc. for Bilingual Education
NYS English Council
NYSED - New York State Education Dept.
NSTA – National Science Teachers Association
NYBTA- New York Biology Teachers' Association
NYLA – New York Library Association
NYLA – The New York Legal Association Group
NYS AHPERD –State Association for Health, PE, Recreation and Dance
NYSACAC New York State Assoc. for College Admission Counseling
NYSATA – New York State Art Teachers Association
NYS HSPAA- New York State Public High School Athletic Association
NYSCATE – New York State Association for Computers and Technologies in Education
NYSSLHA – New York State Speech Language Hearing Association
NYSSMA – New York State School Music Association
NYSTESOL – New York State Teachers of English to Speakers of Other Languages
Pecorale, Erica Dr.
Renaissance Staff Development
School Leaders for Change - Karen Siris/Philip Cicero
Scholaborate
Schoolwide Educational Solutions
Science Teachers Association of New York State
SCONYC – Science Council of New York City
SCOPE
SIM Strategic Intervention Model
Society of Ethics in Ed., Inc.
Suffolk ASSET Association of Suffolk Supervisors for Educational Technologies
SSHSC – Statewide School Health Services Center
SSL- Section of School Libraries
Standard Solutions
Stone Consulting
Teachers College - Columbia University
The Long Island Arts Alliance
The International Dyslexia Association
The Long Island STEM Education
The Shakespeare Society, Inc.
Train My Teacher - Karrie Ann Vitti
Varsalona, Carol Dr.

As you know, certificate holders are now required to register with TEACH every five years and record 100 hours of CTLE sponsored professional learning (PL requirement is only holders of professional licenses – see [Office of Teaching Initiatives](#) for more

details).

NEW REQUIREMENTS FOR CONTINUING TEACHER AND LEADER EDUCATION (CTLE)

- Effective July 1, 2016, permanent and professional certificate holders, including Level III Teaching Assistants are required to apply for registration during the 2016-17 school year prior to the last day of his/her month of birth. Individuals earning certificates post-July 1, 2016, will be automatically registered. Registration must be renewed every five years, during which time professional and Level III Teaching Assistant certificate holders must complete 100 hours of professional learning during the five-year registration period.

Language Acquisition CTLE Exemptions/Adjustments to CTLE Hours

- Holders of an ESL Professional certificate or bilingual extension must complete at least 50% of CTLE hours in language acquisition. This needs to include content area alignment, best practices for co-teaching, and integrating language and content instruction.
- All other professional certificate holders (and Level III TAs) must complete at least 15% of CTLE hours in the study of language acquisition, addressing the needs of English Language Learners (ELLs), best practices for co-teaching (except TAs), and integrating language and content instruction.
- For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of CTLE credit, and each quarter-hour of credit shall equal 10 clock hours of CTLE credit. For all other approved courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.
- A classroom teacher certificate holder who achieves National Board for Professional Teaching Standards certification shall be deemed to have met the CTLE requirement for the registration period in which such Certification is achieved.

Record Keeping

- CTLE certificate holders must maintain a record of completed CTLE: program name, date, location, number of hours, including number in language acquisition, sponsor's name and ID number, attendance certificate needs to be included. These records must be maintained for three years after the end of the five-year registration period in which these records/hours are applied. The attached form (Attachment A) should be used to assist in the record keeping.
- It is recognized that CTLE can occur on an ongoing basis in a school building on an informal and formal basis. Since mentoring is part of the New Hyde Park-Garden City Park School's Professional Learning Plan, mentoring can count for CTLE credit. 25 hours of such time towards their CTLE requirement in each five-year registration period.
- 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.
- The New Hyde Park-Garden City Park School District currently utilizes Frontline as a tool to help individual teachers and teaching assistants maintain records of their graduate credits and professional learning hours. All activities that are input

into Frontline can be uploaded by the district's Personnel department into each teacher's/Level III teaching assistant's TEACH account. The educator is responsible and must keep the certificate of completion for each activity. CTLE sponsors who issue the certificates must also keep records for 8 years as well.

Statement of Assurances

The Superintendent certifies that:

- ★ Planning and implementation of the Professional Learning Plan were conducted by a professional learning team that included teachers, administrators, and others identified in the plan. Evaluation will be conducted in the spring.
- ★ The plan focuses on improving student performance and teacher practice as identified through data analysis.
- ★ The plan describes professional learning that:
 - is aligned with State content and student performance of the Next Generation Learning Standards
 - is articulated within and across grade levels;
 - is continuous and sustained;
 - indicates how classroom instruction and teacher practice will be improved and assessed;
 - indicates how each teacher in the district will participate; and
 - is structured to allow teachers with a professional certificate reasonable opportunity to complete at least 175 hours of professional learning every five years.
- ★ The plan indicates an evaluation of the effectiveness of the professional learning and a mechanism to adjust activities based upon the evaluation.
- ★ The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

(Date)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate
All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

Section I

First Name: _____ Last Name: _____ Middle Initial: _____

Date of Birth: ____ / ____ / ____ Last 4 Digits of the Social Security Number: _____

Section II

Name of Venue: _____

Street Address: _____ City: _____ State: ____ Zip Code: _____

CTLE Activity Title: _____
(Indicate title/subject/grade level, etc.)

Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning

CTLE Date(s): from: ____/____/____ to ____/____/____ **Number of hours awarded** _____
(mm) (dd) (yyyy) (mm) (dd) (yyyy)

Section III

I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.

Approved Sponsor Name: _____

Print Name of Authorized Certifying Officer: _____

Signature of Authorized Certifying Officer: _____

Approved Sponsor Identification Number: _____ Date: _____

Email: _____ Phone Number: _____

(Rev. 06/2020)