

PELHAM PUBLIC SCHOOLS

Pelham, NY



Professional Development Plan 2019-24

Dr. Cheryl H. Champ, *Superintendent of Schools*
Dr. Steven M. Garcia, *Assistant Superintendent for Curriculum, Instruction & Personnel*

Members of the District *Professional Learning Advisory Council*

Dr. Steven M. Garcia, Assistant Superintendent for Curriculum, Instruction & Personnel
Dr. Lauren Ribeiro, CPSE Chair, Supervisor of Elementary Special Education
Dr. Maria Thompson, Director of Humanities
Dr. Thomas Callahan, Director of Math & Science
Mr. Joseph Catania, Director of Technology
Mrs. Beth Finkelstein, K-5 Math Staff Developer, Mathematics
Mrs. Julie Liebersohn, K-5 Math Staff Developer, Literacy
Mrs. Devon Fallon, K-12 Art Coordinator
Mrs. Jeannette Connolly, Director of Bridge Academy, Mentor Coordinator
Mrs. Jennifer DeVico, 1st Grade teacher, Hutchinson
Mrs. Emlyn Taversas, K-5 Art teacher
Mrs. Sabrina Zavaglia, 7th Grade Science teacher

Adopted by the Board of Education on June 11, 2019

Pelham Public School is an approved Sponsor of Continuing Teacher and Leader Education (CTLE), pursuant to Section 80-6 of the Regulations of the Commissioner of Education, beginning July 1, 2016 and ending June 30, 2021. Our identification number for purposes of issuing the Certification of Completion form and electronic reporting is 270.

I Strategic Planning Goal for Professional Learning

Build a professional culture of learning, effective feedback and growth for every employee, inspiring a standard of excellence for all.

The Pelham Public Schools can only meet its mission of inspiring a standard of excellence for all students when all employees, as lifelong learners, are also inspired to a standard of excellence. Through its commitment to a high standard of professional learning opportunities for all employees, the district will plan for the best use of talent, time and content in order to maximize the capacity of all adults who serve our pupils.

Our professional learning plan supports the integration of our other three **Strategic Planning Goals**:

- *Systemically integrate the principles and content of 21st Century learning into academic and co-curricular programs to prepare all students to meet current and future challenges.*
- *Provide well-articulated coordinated networks of support as well as targeted instruction for every K-12 learner.*
- *Foster the social-emotional development of all students to promote wellness of the “whole child” and to support every learner’s growth and success.*

The Strategic Plan represents “a systemic restructuring of how we think about teaching and learning.”

II. Alignment with the New York State Professional Development Standards

We use the *New York State Professional Development Standards* as a framework for the professional development plan. The “Ten Standards for High Quality Professional Development” include:

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

III. Goals for Professional Learning

1. Provide a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement
2. Foster collective responsibility improved student performance
3. Align with state and local standards and school improvement goals
4. Conduct among educators and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders
5. Occurs throughout the school year among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that:
 - a. evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance
 - b. defines a clear set of educator learning goals based on the rigorous analysis of the data
 - c. implements coherent, sustained, and evidenced-based learning strategies that improve instructional effectiveness and student achievements
 - d. defines a clear set of educator learning goals based on the rigorous analysis of the data
 - e. provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom
 - f. regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards
 - g. informs ongoing improvements in teaching and student learning

IV. Needs Analysis and Planning Professional Learning

We examine a diverse range of sources to determine our professional learning needs, including, but not limited to:

1. New York State Report Card
2. APPR Student and Principal Performance Data
3. Professional Learning Surveys
4. Classroom Observations
5. Performance-based Assessments
6. Local benchmark assessments, ie. Aimsweb, Fountas & Pinnell assessments
7. Stakeholder feedback loops

Planning for professional learning is similar to developing unit and lesson plans, requiring a backwards approach or design. According to Guskey (2014), there are four steps to professional learning planning:

1. **Desired Student Learning Outcomes.** Before thinking about the format and content of any professional learning experience, we must first consider the specific student learning outcomes we want to attain and what evidence will best reflect those outcomes.
2. **New Practices to Be Implemented.** The next step in planning professional learning is to decide what instructional practices and policies are most likely to produce the student learning outcomes we want. At this stage we need to ask questions such as, *how do we know these particular practices and policies will produce the results we hope to achieve? How good or reliable is that evidence? Was it gathered in contexts similar to ours? Is it the kind of evidence we consider most important?*
3. **Needed Organizational Support.** Even the best professional learning experiences will be ineffective if teachers don't have the necessary support from school leaders, time, funding, instructional materials, or necessary technology to use their new knowledge and skills. Another

essential but often-neglected aspect of organizational support is feedback to teachers on the results of their efforts.

4. **Educator Knowledge and Skills.** With the issues of organizational support addressed, professional learning planners must decide what specific knowledge and skills educators need in order to implement the prescribed practices and policies well. In other words, what must educators know and be able to do to successfully implement the new practices and bring about the sought-after improvements in student learning?

V. Strategic Planning for Professional Learning *Action Steps*

<i>Action Steps</i>		<i>Supporting Information</i>	<i>Metrics/Evidence of Success</i>
1	Define and align staff members' roles and responsibilities in order to strengthen K-12 coordination and collaboration <ul style="list-style-type: none"> Create current and relevant job descriptions for all employees charged with planning or delivering any professional learning opportunities 	(i.e., coaches, mentors, directors, supervisors, coordinators, staff developers)	<ul style="list-style-type: none"> Completion, Board adoption and clear communication to staff. Collaborative planning and effective delivery of professional learning opportunities for all employees. Annual survey feedback from staff.
2	Form a Professional Learning Advisory Council (PLAC)	Responsible for direction, vision, design of framework and assessment of quality of professional learning	<ul style="list-style-type: none"> Formation Agendas Staff surveys
3	Adopt principles through which all professional learning in the district will be framed and evaluated; create learning framework for consistency and focus	Publication of principles; adoption of standards for a high quality professional learning system	<ul style="list-style-type: none"> Adopted, communicated throughout district, built into annual assessment
4	Create and implement feedback loops in order to strengthen quality of learning experiences, foster reflective practice and identify needs for next levels of learning.	Effective, high quality feedback is one of the major drivers of high levels of achievement	<ul style="list-style-type: none"> Surveys Reflective prompts in self-assessments Every employee with a written learning goal
5	Communicate long term plans (annual) for professional learning opportunities	Creates purpose, vision and connected learning	<ul style="list-style-type: none"> Description for the full year Calendar set with details
6	Develop system for archiving and distributing best resources for all employees to reference/utilize <ul style="list-style-type: none"> Create searchable electronic banks of internal and external resources; Save models 	Creates purpose, vision and connected learning	<ul style="list-style-type: none"> Current contributions/additions made by most staff members Frequency of use Incorporated in to orientation programs for new staff
7	Develop alternate and multiple forms of professional development models for employees' learning and growth, including flexible use of school calendar time and extended time	Match available time with appropriate models; Focus on learn, apply, learn apply cycle	<ul style="list-style-type: none"> Options published Choice Consistency of topics in order to provide depth of learning and effective application Employees' formal feedback
8	Customize/personalize job-embedded learning opportunities for professional learning communities and individuals when applicable ; choice and differentiation when possible	Needs and priorities must be tightly defined	Employees' formal feedback
9	Expand the use of technology: Pelham You, webinars, Google groups, on-line learning, tutorials, etc.	Maximize time and resources	<ul style="list-style-type: none"> Announcements of opportunities Frequency of use Employees' rating of technology based learning

VI. Alignment To Commissioner's Regulation 100.2(dd)

This professional learning plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional learning plans that are reviewed annually. Additionally, professional learning activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders. Acceptable CTLE activities include:

<http://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html>

In accordance with NYSED mandates this plan assists teachers in meeting the following CTLE requirements:

<u>Certificate Type</u>	<u>CTLE Requirement</u>
Professional Classroom Teacher/School Leader	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	100 hours of CTLE is required during every five-year registration period

Please note, holders of the following certificate titles may not be subject to ongoing CTLE requirements from NYSED, however registration for submitting CTLE activities may be required by NYSED. Please access this NYSED provided chart for further details:

<http://www.highered.nysed.gov/tcert/pdf/registrationtable.pdf>

Additionally, district professional learning activities will assist certified employees in meeting the CTLE Language Acquisition Addressing the Needs of English Language Learner Requirements found here:

<http://www.highered.nysed.gov/tcert/pdf/languageacquisitiontable.pdf>

Pelham Public Schools will provide Professional Certificate holders with paper certificates (when available e-certificates) acknowledging completion of workshops, training, and professional learning opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. The District will also maintain electronic records of professional learning in MyLearningPlan.com or an equivalent program.

Pelham Public Schools is an approved CTLE provider with a state provided CTLE ID number of 288. Verification of the statement can be found at this website:

<http://www.highered.nysed.gov/tcert/resteachers/ctlesponsors.html>

Additionally, this document was designed to meet the recommendations in reporting of professional learning plans provided by NYSED found here:

<http://www.nysed.gov/common/nysed/files/programs/postsecondary-services/plp-guidance.pdf>

VII. Structures to Support Professional Learning

Estimated Hours of Mandated Professional Learning for District Provided Activities

The teachers in the Pelham Public Schools are actively involved in continuous and substantial (average of 45 plus hours each year) staff learning activities including but not limited to:

- Superintendent's Conference Day Professional learning sessions designed and delivered by teachers or regional providers after review by the office of Curriculum, Instruction, and Professional Learning for compliance with CTLE guidelines.
- Professional Learning Communities, or PLCs
- BOCES courses/training
- Teacher Centers
- Workshops (content based)
- Mentoring Program
- Online Courses
- Mentoring
- Consultant(s): focus on co-teaching
- Faculty meeting: training and staff learning session(s)
- Faculty sharing of workshops and conferences
- Institutions of Higher Learning - College /Universities
- In-service Courses
- Teachers Teaching Teachers Courses
- Local, regional and national conference

Additionally, the district has expected participation of staff/educators in Professional Learning. All educators of Pelham Public Schools attend two Superintendent's Conference Days and six PLC sessions throughout the school year.. In addition, first year teachers are required to attend two days of professional learning orientation (15 hrs). First year teachers are also provided a mentor and are required to participate in a mentor program (25 hrs). Probationary teachers are contractually required to participate in additional professional learning hours each year (15 hrs). Additional requirements are linked to new changes in curriculum (currently focused on K-5 Science-21 and interdisciplinary BOCES ELA/SS curricular changes). Ample opportunities exist for teachers to reach well over 100 hours of professional learning over a 5 year period The chart below provides specifics on various district provided/supported activities.

All district sponsored activities will align with [Commissioner Regulations 80-6.9](#) and district sponsored activities will have the potential to confer CTLE. District sponsored activities generally are focused on improving student performance by developing teacher/leader pedagogical and/or leadership skills. Every professional learning activity where staff seek CTLE and or salary advancement goes through a review process. A list of approved [CTLE providers](#) is referenced during that review process.

<u>District Provided Activity</u>	<u>Estimated Number of Hours (1 day=7.5 hours)</u>	<u>Required Attendance By Role</u>	<u>CTLE Justification</u> Every professional learning activity where staff seek CTLE and or salary advancement goes through a review process. A list of approved CTLE providers is referenced during that review process. Certificates are produced through the Frontline MLP application and can be accessed by faculty upon completion.
New Teacher Orientation (2-days) Mentor Program (1 hour after school monthly for 10 sessions)	25	<ul style="list-style-type: none"> Newly hired teachers Teachers assigned for additional support Mentor Teachers 	<ul style="list-style-type: none"> The mentor program not only acclimates a new employee to the district, but mandatory meetings focus on improving the teaching and learning environment. Mentors/mentees exploring the following pedagogical/leadership topics: <ul style="list-style-type: none"> Research based unit/lesson design/planning Total Participation Techniques Creating powerful student learning objectives Creating an Effective Assignment 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 district, may 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 (student teacher/intern) may, at the discretion district or credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period
Administrative Cabinets (all administrators) K-5 Admin Cab 6-12 Admin Cab	80	All District Administrators	<ul style="list-style-type: none"> Administrative team meetings not only serve to disseminate information and problem solve district wide matters, but a portion of each meeting is devoted to continuing professional learning. Activities include: <ul style="list-style-type: none"> Administrative book study topics Standards Based Education Characteristics of Effective Leadership Supporting the teaching and learning environment Leading through the clinical supervision cycle/APPR process Exploring Social Emotional Supports for Staff/Students
Superintendent Conference Days (2)	15	<ul style="list-style-type: none"> Administrators Teachers Teaching Assistants (Attend 2-3 not before Aug and not on election day) Teacher Aides (Attend 2-3- not before Aug and not on election day) 	<ul style="list-style-type: none"> Superintendent Conference Days offer professional learning sessions and professional projects that teachers can sign up for or submit for approval These activities are focused on improving student performance through developing teachers/leaders pedagogical skills and are in accordance with district

		<ul style="list-style-type: none"> • Monitors (attend 1 day) • Related Service Providers • Clerical Staff • Custodial Staff as needed 	<p>aligned goals</p> <ul style="list-style-type: none"> • Teachers who do not participate in these activities will not be provided CTLE • Registrations for specific activities are documented in My Learning Plan
Professional Learning Communities - PLCs	18	<ul style="list-style-type: none"> • All district staff • 3 hours early release x 6 days 	Professional learning sessions and professional projects focused on improving student performance through developing teachers/leaders pedagogical skills and are in accordance with district aligned goals and CTLE
Team, Department, Faculty, Curriculum Meetings	Varies	<ul style="list-style-type: none"> • All district staff 	The district provides several opportunities for all faculty (including long-term substitutes), staff (including teaching assistants), and administrators to collaborate in professional learning experiences. The middle school grade-level team structure enables professionals to meet during the school day. As stated in the Pelham Teachers Association contract, "After-school meetings involving members of the teaching staff are regarded as a necessary and important aspect of the teachers' responsibility." This includes "regular curriculum study group meetings on Tuesdays; regular faculty meetings, department meetings, and Faculty Council meetings on Wednesdays; any other meetings involving professional staff will be scheduled on Thursdays." We will provide staff with training in school violence prevention and intervention, as well as provide professional development to all professional and supplementary school staff that work with students with disabilities.
Mandated Trainings	Varies	<ul style="list-style-type: none"> • GCN • EAP 	<ul style="list-style-type: none"> • CTLE not provided

Professional Learning Advisory Council (PLAC)

The Strategic Plans called for the formation of a Professional Learning Advisory Council of teachers and administrators to foster a "professional culture of learning, effective feedback and growth". The group is divided into four sub-committees with specific charges:

- Roles & Responsibilities Review Sub-committee – publish and define curriculum coach, coordinator, and director positions in order to strengthen K-12 coordination
- Professional Development Plan Sub-committee – develop and publish a 3-5 year professional development plan
- Best Practice Archive Sub-committee – develop a system for archiving and distribution of best practices and resources
- Principles of Professional/Adult Learning Sub-committee – survey faculty and publish principles of adult learning

Ultimately, we hope the PLAC will guide, develop and evaluate professional learning activities

throughout the district.

Professional Learning Communities (PLCs)

The district will provide at least six 3-hour professional learning community sessions on Wednesday afternoons.. Teachers will develop the scope of their learning community endeavors as it relates to the Strategic Plan. DuFour and Eaker (2002) identified six characteristics of professional learning communities:

1. Shared mission, vision, and values - Emphasis is on learning, not teaching, leading to a focus on achievement.
2. Collaborative teams - Teams work interdependently toward common goals, learning from each other, thus leading to continuous improvement.
3. Collective inquiry - Collective inquiry is conducted into both best practice, and data, and how they are linked.
4. Action orientation and experimentation - Experimentation is ongoing with a focus on results, both positive and negative, in order to improve teaching and learning.
5. Continuous improvement - This is evidenced by innovation, experimentation, and reflection leading to revised actions.
6. Results orientation - This characteristic guides all the other activities through reflection on data, and assessment of effectiveness.

Pelham New Teacher Orientation Program

Recognizing the need for proper orientation to District philosophy, objectives, goals and purposes, teachers who are new to the District shall attend pre-school and regularly scheduled orientation programs prior to and following the opening of school in September. These sessions will include information regarding:

- Vision and Mission of the Pelham Public Schools
- Curriculum, instruction, and assessment, including address the needs of all learners through Differentiated Instruction
- Personnel procedures
- APPR
- Employee benefits and the Business Office
- BEPT and the Teachers Center
- Pupil Personnel Services and Students with Special needs
- First Day of School procedures
- Mentoring
- Home/school communications
- Professional conduct

New Teacher Mentoring Program

The Pelham Public Schools Teacher Mentor Program will provide a structure to support and meet the needs of new teachers in a non-supervisory and non-evaluative manner. Previous participants support the concept that a teacher mentor program is a beneficial process both for new and experienced teachers. For new teachers, it will promote a sense of belonging to the school community, as well as provide a vehicle for on-going support. For mentor teachers, it will offer an opportunity to be recognized for their skills as educators and to reflect upon their own teaching by sharing their knowledge with mentees. Our district supports this program with the hope that the mentor/mentee relationships, developed over time, will enhance the existing school culture by reducing teacher isolation and promoting a climate of collegiality.

The Teacher Center of Central Westchester <http://www.teachercentercw.org>

The Teacher Center of Central Westchester is an educational consortium serving the 10 school districts. The Teachers Center has served thousands of teachers over the past 40 years. It continues to help teachers gain their 175 instructional contact hours, provide visitations to other schools, respond to curriculum and professional learning trends, additional certification opportunities, personalized coaching, and district requests for teacher programming.

PNWBOCES <http://www.pnwboces.org>

The Curriculum Center works closely with districts to provide quality curriculum and professional development. It acts as a clearinghouse to communicate information about district and regional curriculum and instructional initiatives, and promotes sharing and networking among Curriculum Center members. In addition, the Curriculum Center assists districts in obtaining information about current issues and new practices in curriculum and instruction, researches and assists districts in their exploration of new programs. The Curriculum Center also works as liaison with the New York State Education Department to provide districts with the latest information regarding curriculum and instruction and State Education Department initiatives.

The Center for Educational Leadership (CEL) provides high quality training programs and services that are economical and flexible utilizing national consultants as well as successful practitioners.

SWBOCES <http://www.swboces.org/>

Center for Professional Development and Curriculum Support offers a broad range of professional development programs and services for educators, including training for the implementation of New York State's learning standards and assessments. School districts can participate in: teacher and administrative staff development; curriculum support; technology planning and implementation; data leadership and data mentoring; Comprehensive Educational Planning; media resources; library automation; online databases; planning and program development; school quality review; environmental education; technical assistance for health and violence prevention programs and compliance requirements; and support for homeless students.

LHRIC <http://www.lhric.org>

The Lower Hudson Regional Information Center provides a comprehensive menu of services, including technical services and support, remote monitoring and support, Internet access, regional Internet filtering, test scoring, data warehousing, financial and student information systems, staff development, technology planning, project management, research and development, systems integration, distance education (video conferencing and online learning), video streaming, data report verification, electronic records management, unified communications via VoIP, and digital signage, to name a few, while continuing to remain on the cutting edge of trends and mandates that impact the technology needs of our member districts.

Tarrytown Learning Center <https://www.bocesta.net/tarrytown-learning-center.html>

The Tarrytown Learning Center (TLC) is set up to conveniently provide teachers with seminars that will enhance work experience with the tools necessary to improve professional practice. The seminars are set up in conjunction with the NYSUT Education and Learning Trust (ELT). The ELT offers the latest and

most relevant research-based strategies and resources, taught by your colleagues — fellow teachers and school-related professionals. TLC works closely with the Lower Hudson Valley Network of Teacher Centers.

TriState Consortium <http://www.tristateconsortium.org>

TriStates conducts triennial assessment visits by teams of "critical friends" trained educators from within the Consortium who evaluate and report on district programs using eight "indicators" to measure the degree to which the district is utilizing multiple forms of student performance data as the basis for its planning, to elicit the team's best thinking about issues of teaching and learning, and to develop commendations of the district's strengths and recommendations to suggest next steps for the district's growth. The Consortium also provides six study group opportunities for school and district leaders: elementary principals, middle school principals, high school principals, assistant principals, curriculum leaders, and superintendents. These study groups meet four or five times annually and focus on issues relating to leadership and student learning. The Consortium also facilitates topic-based study groups focused on matters of interest to member districts.

Consultant Support

When necessary, the Pelham Public Schools will seek regional, national, and international experts that may facilitate professional learning on behalf of advancing our mission. Recent and prospective examples include:

- Teachers College Reading and Writing Project - K-5 literacy
- [Science 21 PNWBOCES](#)
- Dr. Michael Rettig - scheduling
- Jim Wright - MTSS
- International Baccalaureate – Middle Years Programme
- Houghton Mifflin Harcourt – *Math in Focus*
- [Responsive Classroom](#) Social Emotional Learning K-5

Annual Mandatory Compliance Training

State and federal regulations require that all school district employees complete mandatory compliance training every school year. The training associated with these topics is intended to provide employees with information to support a safe and healthy work environment. The district may require certain employees to complete additional training on areas specific to work responsibilities. Each tutorial varies from 15 to 40 minutes to complete, and you may wish to view all four tutorials in one or separate individual sessions. The district uses the [Global Compliance Network \(GCN\)](#) as the vehicle to provide the training. These are not CTLE eligible trainings.

The district requires that all employees complete nine (9) tutorials annually:

- Bloodborne Pathogens
- Dignity for All Students Act/Code of Conduct NY
- Hazard Communications
- Mental Health Awareness (SAVE Act NY)
- Prevention and Emergency Response in K-12 Schools - Altaris
- Reporting Child Abuse in an Educational Setting (SAVE Act NY)
- Sexual Harassment NY
- Student Data Privacy (NYS Ed Law Section 2-d)
- Suicide Prevention

Provisions for Teachers Certified in Bilingual and English Language Learner ELL/ENL Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. MCSD teachers can utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements. For all other faculty and staff, MCSD meets the professional learning requirements in language acquisition for ELLs.

Through professional learning activities offered during PLCs, curriculum, team, department, faculty meetings, and Superintendent's Conference days, the district supports a wide range of offerings for regular and ENL teachers. ENL faculty can attend workshops at the Putnam/ Northern Westchester BOCES and/or participate in professional learning offered by the Hudson Valley Regional Bilingual Education Resource Network (HV-RBERN) for ENL specific topics. All teachers receive 15% of their total professional learning hours in topics specific to meeting the needs of ELLs. Often, our own ENL teachers provide workshops for non-ENL teachers during Superintendent's Conference days. Certified ENL teachers receive 50% of their total professional learning hours in topics specific to meeting the needs of ELLs. Student data, predominantly from the NYSESLAT, guides district planning for the following year. For example, MCSD purchased hardware (i-pads) and apps for Writing development, and provided teacher training in their use, after we noticed that overall writing scores (K-12) on the NYSESLAT were lower than on the other modalities.

Pelham Public Schools offers all of its teachers and administrators the opportunity to enroll in any ENL specific Professional learning sessions/courses presented by BOCES, in any of their locations. ENL teachers create classes that provide teachers with support to help meet the needs of their ELL students, any teacher can enroll in these classes and receive professional learning hours.

In the fall of 2021, MCSD began a detailed partnership with the [Hudson Valley Regional Bilingual Education Resource Network](#) (HV-RBERN). This partnership is focused on best practices of instructional techniques and supporting language acquisition. Staff from the HV-RBERN will present professional learning sessions for district staff during events such as Superintendent Conference Day's. Additionally, district staff can access NYS RBERN On Demand trainings via this resource: <https://www.nysrbernondemand.org/>

District professional learning activities will assist certified employees in meeting the CTLE Language Acquisition Addressing the Needs of English Language Learner Requirements found here: <http://www.highered.nysed.gov/tcert/pdf/languageacquisitiontable.pdf>

VIII. My Learning Plan: Recordkeeping

Approved Sponsors of CTLE must issue certificates of completion and maintain records for all CTLE activities. We use the MyLearningPlan.com application to verify the recordkeeping responsibilities of CTLE Sponsors. Sponsors are required to keep records for 8 years. Educators will not send documentation of their CTLE clock hours to the Department for the re-registration process. However, such records must be retained for at least three years from the end of the registration period in which the CTLE was completed and be available for review by the Department upon request.

CTLE Certificate Exemplar and Reporting Responsibilities

As an approved sponsor of CTLE, the district must issue certificates of completion and maintain records for all CTLE requirements. The District utilizes the My Learning Plan Application to ensure compliance with record keeping responsibilities as delineated by NYSED. The district will maintain records of CTLE for a minimum of eight years. The District provides an electronic portfolio and certificates that educators can access and print documenting approved/sponsored activities.

Additionally a sample copy of certificates of completion that teachers can print from My Learning Plan can be found below.

According to [NYSED mandates](#) educators are expected to retain/maintain copies of their completed continuing teacher and education leader activities. The District's use of My Learning Plan assists educators in this process.

- Once logged in, users can access resources to help print their “portfolio” of activities that have been approved through the District and/or provided by the District by following these steps: <https://pd-help.frontlineeducation.com/hc/en-us/articles/115004160527-Viewing-My-Portfolio>
- Once logged in, users can access resources to help print certificate of completed activities that have been approved through the District and/or provided by the District by following these steps: <https://pd-help.frontlineeducation.com/hc/en-us/articles/115004319648-Printing-a-Certificate>

Pelham Union Free School District
18 Franklin Place
Pelham, NY 10803
Phone: 914-738-3434
Email: cchamp@pelhamschools.org

(Authorized Provider #: 270)

This certifies that
(DOB: , SSN:) has

successfully completed the following course/activity:


Professional Learning Communities 2018-19

This started on 10/12/2018 and was completed on 5/21/2019

12 Hours - Professional Development (100 Hour Requirement)

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


Cheryl Champ
Superintendent of Schools

IX. Evaluation of Professional Development

Effective professional development evaluations require the collection and analysis of the [five critical levels of information](#) (Guskey, 2000).

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<ul style="list-style-type: none"> Did they like it? Was their time well spent? Did the material make sense? Will it be useful? Was the leader knowledgeable and helpful? Were the refreshments fresh and tasty? Was the room the right temperature? Were the chairs comfortable? 	<ul style="list-style-type: none"> Questionnaires administered at the end of the session. 	<ul style="list-style-type: none"> Initial satisfaction with the experience 	<ul style="list-style-type: none"> To improve program design and delivery
2. Participants' Learning	<ul style="list-style-type: none"> Did participants acquire the intended knowledge and skills? 	<ul style="list-style-type: none"> Paper-and-pencil instruments Simulations Demonstrations Participant reflections (oral and/or written) Participant portfolios 	<ul style="list-style-type: none"> New knowledge and skills of participants 	<ul style="list-style-type: none"> To improve program content, format, and organization
3. Organization Support & Change	<ul style="list-style-type: none"> What was the impact on the organization? Did it affect organizational climate and procedures? Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? 	<ul style="list-style-type: none"> District and school records Minutes from follow-up meetings. Questionnaires Structured interviews with participants and district or school administrators Participant portfolios 	<ul style="list-style-type: none"> The organization's advocacy, support, accommodation, facilitation, and recognition. 	<ul style="list-style-type: none"> To document and improve organizational support To inform future change efforts
4. Participants' Use of New Knowledge and Skills	<ul style="list-style-type: none"> Did participants effectively apply the new knowledge and skills? (How are participants using what they learned?) (What challenge are participants encountering?) 	<ul style="list-style-type: none"> Questionnaires Structures interviews with participants and their supervisors Participant reflections (oral and/or written) Participant portfolios Direct observations Video or audio tapes 	<ul style="list-style-type: none"> Degree and quality of implementation 	<ul style="list-style-type: none"> To document and improve the implementation of program content
5. Student Learning Outcomes	<ul style="list-style-type: none"> What was the impact on students? Did it affect student performance or achievement? Did it influence students' physical or emotional well-being? Are students more confident as learners? Is student attendance improving? Are dropouts decreasing? (How does the new learning affect other aspects of the organization?) 	<ul style="list-style-type: none"> Student records School records Questionnaires Structured interviews with students, parents, teachers, and/or administrators Participant portfolios 	<ul style="list-style-type: none"> Student learning outcomes: Cognitive (Performance & Achievement) Affective (Attitudes & Dispositions) Psychomotor (Skills & Behaviors) (Student Work Samples) State/Local Assessments) (Performance Assessments) 	<ul style="list-style-type: none"> To focus and improve all aspects of program design, implementation, and follow-up To demonstrate the overall impact of professional development

WORKSHOP EVALUATION FORM

Topic/Subject: _____

Name of Presenter: _____ Date: _____

Name of Participant: (Optional) _____ School: _____

Please check appropriate boxes:

Position: Teacher/TA ☐ Administrator: ☐ Other: _____

Level: Elementary ☐ Middle ☐ Secondary ☐ Central ☐

RATING SCALE: STRONGLY AGREE STRONGLY DISAGREE
4 ← → 1

1. **OBJECTIVES** – Workshop objectives were clear and achieved. 1.
2. **SUBSTANCE** – Content of the session was substantial. 2.
3. **RELEVANCY** – Session was relevant in terms of your own learning needs. 3.
4. **APPLICATION** - Information learned from this workshop can positively affect student performance. 4.
5. **ORGANIZATION** – The workshop was well organized. 5.
6. **METHOD** – The presenter used effective teaching techniques. 6.
7. **INTERACTION** – There were opportunities for exchange of ideas.
 - a. With the instructor 7a.
 - b. With the participants 7b.

4	3	2	1

Specifically, what ideas and/or materials from this workshop do you plan to use?

What were the most valuable aspects of the workshop?

What further training/support would you like to have?

X. Closing Statement

Pelham Public Schools believes that professional learning is essential for the growth of all members of the organization, especially students and teachers. We will continue to review and assess our professional development efforts from multiple areas to ensure that we model our mission to *inspire a standard of excellence for all students*. This plan will be updated annually as part of our efforts to enhance professional learning throughout our district.

REFERENCES

Eaker, R., DuFour, R., & DuFour, R. (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. Bloomington, IN: National Educational Service.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin.

Guskey, T. R. (2014). Planning professional learning. *Educational Leadership*, 71(8), 10-16.

New York State Department of Education. (2009). *New york state professional development standards*. Retrieved from

<https://www.highered.nysed.gov/tcert/pdf/pdstds.pdf> on July 10, 2014.

Learning Forward. (2008). *Definition of professional development*. Retrieved from <https://learningforward.org/about/professional-learning-definition/> on July 10, 2014.

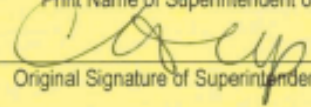
**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

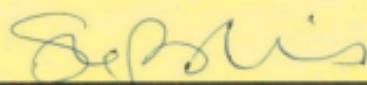
School District: Pelham Union Free School District

BEDS Code: 661601030000

The superintendent certifies to the Commissioner that:

- (1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.
- (2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.
- (3) The school district or BOCES has complied with the professional development plan applicable to the current school year.
- (4) The plan focuses on improving student performance and teacher practice as identified through data analysis;
- (5) The plan describes professional development that:
 - is aligned with state content and student performance standards;
 - is aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/cert/pdf/pdstds.pdf>
 - 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
 - reflects congruence between student and teacher needs and district goals and objectives.
- (6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.
- (7) The plan complies with CR 100.2(dd) to:
 - describe and implement a mentoring program for new teachers;
 - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
 - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities;
 - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
 - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
 - provide staff with training in school violence prevention and intervention; and
 - provide professional development to all professional and supplementary school staff who work with students with disabilities.
- (8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: <http://www.p12.nysed.gov/part100/pages/1002.html>.)
- (9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

<u>Dr. Cheryl H. Champ</u> Print Name of Superintendent of Schools
 Original Signature of Superintendent of Schools
 Date

Adopted by the Board of Education on Date: <u>6/11/19</u>
 Original Signature of President, Board of Education