



## PORT JEFFERSON UNION FREE SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

**DISTRICT NAME:** Port Jefferson School District

**BEDS CODE:** 580206020000

**SUPERINTENDENT:** Paul Casciano, Ed.D.

**CONTACT PERSON:** Office of Curriculum & Instruction  
Jessica Schmettan, Assistant Superintendent for  
Curriculum and Instruction  
Traci McGlynn, Curriculum and Instruction

**EMAIL:** jschmett@portjeffschools.org  
tmcglynn@portjeffschools.org

**ADDRESS:** 550 Scraggy Hill Road, Port Jefferson, NY 11777

**PHONE:** Office: (631)791-4291, Fax: (631)476-4409

**PLANNING YEARS:** 2018-2019

Approved by the Board of Education on September 17, 2018

## TABLE OF CONTENTS

Committee Members	
District Schools . . . . .	2
PJSD Mission Statement	
Mission and Purpose of the PD Committee . . . . .	3
Philosophy . . . . .	4
District Goals . . . . .	5
Focus of Professional Development . . . . .	7
Registration and Continuing Teacher and Leader Education (CTLE) Requirements	
Quick Reference Chart . . . . .	10
Registration of Certificates. . . . .	11
Continuing Teacher and Leader Education (CTLE) . . . . .	12
Record Keeping Requirements for Employees . . . . .	13
Maintaining Up to Date Contact Information in TEACH . . . . .	14
Approved CTLE Providers . . . . .	15
Resources for Professional Development . . . . .	16
Evaluation of Professional Development . . . . .	17
Mentoring Program for New Teachers . . . . .	18
NYS Teaching Standards . . . . .	19
NYS Professional Development Standards . . . . .	20
Appendix A: Mentoring Plan . . . . .	22
Appendix B: NYS Teaching Standards . . . . .	27
Appendix C: NYS Professional Development Standards . . . . .	43
Appendix D: Sample Survey Tool . . . . .	49
Survey Results Summary . . . . .	51
Appendix E: Sample Evaluation Form . . . . .	52
Appendix F:	
Statement of Certification . . . . .	53

The Professional Development Plan was revised during the 2017-2018 school year, for implementation in the 2018-2019 school year.

**PORT JEFFERSON SCHOOL DISTRICT**

***Professional Development Committee***

2017-2018

**COMMITTEE MEMBERS**

Administrative Members: Paul Casciano, Ed.D., Superintendent of Schools  
Jessica Schmettan, Assistant Superintendent for Curriculum & Instruction  
Michael Caravello, Ed.D., Director of Music & Fine Arts, Chair  
Christine Austen, High School Principal  
Thomas Meehan, Elementary Principal  
Robert Neidig, Ed.D., Middle School Principal  
Danielle Turner, Ed.D., Director of Health, Physical Education, & Athletics

Teacher Members: Kathi Galvin, HS Guidance Counselor  
Margaret Hoon, ES Teacher  
Laura Kelly, ES Teacher  
Mary LaSita, HS Library Media Specialist  
Megan Lavin, HS Teacher  
Doreen Marullo, ES Teacher

Paraprofessional Members: Lynne Scofield, MS Paraprofessional  
Debra Hartmann, HS Paraprofessional

Office Staff Member: Kathleen Hanley, MS Clerical

Parent Member and Higher Education Representative: Karen Levitov  
Stony Brook University

**DISTRICT SCHOOLS**

Edna Louise Spear Elementary School, Grades PreK-5  
Port Jefferson Middle School, Grades 6-8  
Earl L. Vandermeulen High School, Grades 9-12

## **MISSION STATEMENT FOR THE PORT JEFFERSON SCHOOL DISTRICT**

The mission of the Port Jefferson School District is to provide a personalized, rigorous education that develops responsible, independent, and adaptable life-long learners, through the acquisition of effective thinking and communication skills, an appreciation of the arts, the proficient use of technology and a healthy lifestyle, in an educational community that promotes integrity and mutual respect.

### **MISSION AND PURPOSE OF THE PROFESSIONAL DEVELOPMENT COMMITTEE**

The Port Jefferson School District Professional Development Committee plans activities that enhance the skills of our faculty and staff in supporting our students' learning and achievement. We believe it is essential that faculty and staff are provided with ongoing, high quality professional development to sustain and enhance their practice and sustain our growth as a professional learning community. We are also committed to providing updated training and guidance as required by the New York State Education Department (NYSED) on new programs and initiatives.

The Professional Development Committee provides and supports opportunities for staff to fulfill the professional development requirements for continued certification under the Continuing Teacher and Leader Education (CTLE) program.

The Professional Development Committee also supports the implementation of training as required by NYSED regulation such as School Violence Prevention and Intervention, the Dignity for All Students Act (DASA) and the Annual Professional Performance Review initiative (APPR).

Additionally, training for staff in regard to the specific needs of students with disabilities is conducted on an ongoing basis to insure the success of specific students. This professional development is recommended by the Committee on Special Education and funded, in most cases, by federal grant specific to students with disabilities.

In addition to meeting professional development requirements, and extending beyond any required learning, we encourage faculty and staff members to take advantage of professional development opportunities for continued personal professional growth. We also seek to provide meaningful staff development for all the groups that serve our district community - our clerical, technical, custodial, and facilities staff, as well as faculty and administrators.

In order to obtain feedback from the staff in regard to matching specific staff needs to that of student needs, representatives of the Professional Development Committee create and implement annual needs assessments for completion by all district staff, as well as survey groups at professional meetings, (see sample survey tool, Appendix C).

The Professional Development Committee also engages in periodic review of relevant data regarding student performance on New York State Assessments, local assessments and the district's Report Card. The committee proposes and plans appropriate staff development to enhance achievement, based on the data analyzed and input regarding staff needs.

## PHILOSOPHY

The Port Jefferson School District is committed to providing professional development experiences that support staff members in their individual and collective efforts to foster student learning. As such, the district needs to develop a plan that is responsive to the diverse needs and learning styles of staff members.

Therefore, we believe that an effective professional development plan requires a long-term plan and commitment to change. It must be: ongoing, collaborative, research-based, and driven by data-based decision-making. Thus, it must be supported with adequate resources: time, funding, and administrative leadership.

An effective professional development plan:

- requires and fosters an environment of continuous improvement
- is aligned with the school's and the district's strategic plan and
- is funded by line item in the budgets

Effective professional development:

- is based on knowledge about human learning and development
- is based on areas for growth identified through the analysis of student performance data
- provides for the three phases of the change process: initiation, implementation and institutionalization
- uses a variety of staff development approaches to accomplish the goals of improving instruction and student success
- provides the follow up necessary to ensure improvement

The delivery of such effective professional development is implemented in the following manners:

- Conference attendance - with sharing of information upon return and additional/ongoing professional development in the area through turn-key training, additional workshop attendance and/or coaching as follow-up to the conference topic.
- In-district staff development
- In-service workshops
- Job-embedded experiences:
  - Peer coaching/peer review
  - Visitations
  - Faculty/department/grade level meetings
  - Collegial circles
  - Action research
  - Professional support services
  - New Staff Orientation
  - Mentoring
- And other related experiences, as necessary.

**PORT JEFFERSON SCHOOL DISTRICT**  
**2018-2019 Goals and Objectives**

➤ **Exceptional Student Achievement**

Student Achievement Objectives:

- A. Complete a quantitative analysis that includes data collected through multiple measures.
- B. Prepare for the implementation of NYS Next Generation Standards and Every Student Succeeds Act initiatives.
- C. Develop more consistent criteria for assessing student performance to determine secondary report card and final grades.
- D. Implement new strategies to challenge all of our students to reach their full potential.

➤ **Prudent Fiscal Management**

Fiscal Management Objectives:

- A. Develop a long term financial plan which is sensitive to maintaining outstanding student achievement, the State's tax levy cap, and potential changes in LIPA assessments.
- B. Prepare and pass a proposed budget for the 2019-2020 school year that is sensitive to the needs of students, staff, and residents.
- C. Develop and begin to implement a multi-year plan for continuing to address facility needs.
- D. Explore a lunch program plan with food options that are more likely to be purchased for consumption by students and staff.

➤ **Effective Leadership Development & Continuity**

Leadership Objectives:

- A. Develop informal leadership capacity and interest in formal leadership positions among teachers.
- B. Continue to develop leadership capacity among administrators to increase effectiveness that could potentially result in succession planning and continuity in our leadership ranks.

➤ **Healthy Students**

Promoting Healthy Students Objectives:

- A. Implement our Board Policy on Wellness.
- B. Expand the Promoting Wellness initiative throughout Pre-K-12 which includes mindfulness, movement, and breathing.

➤ **Safety and Security**

Safety and Security Objectives:

- A. Implement new security measures to supplement currently existing strategies and prevent external threats.
- B. Implement new security measures to supplement currently existing strategies and prevent internal threats.

- C. Examine our strategies for creating an emotionally healthy environment and addressing students' anxiety, stress, and depression.

## FOCUS OF PROFESSIONAL DEVELOPMENT

The district continues to identify areas for professional development that support faculty and staff effectiveness to ensure students meet “*College and Career Ready*” milestones, as well as aligning to the mission of the Port Jefferson School District and the goals adopted by the Board of Education. Professional development described is continuous and sustained and reflects congruence between student and staff needs and district goals and objectives.

Recent professional development resources have addressed the following areas:

- **Assessing Student Learning to Meet the Standards**
  - Understanding the Common Core ELA & Math Standards
  - The Shifts of the Common Core ELA & Math Standards
  - Common Core ELA – the Columbia, Teachers College Reading and Writing Project
  - Aligning instruction to the Common Core Standards
  - Implementation of the NYS Framework for Social Studies
  - Analyzing the proposed Next Generation Science Standards
  - Understanding the Demands of State Assessments/Designing Parallel Tasks
  - Assessing Student Learning
  - Curriculum Planning with the Rubicon ATLAS Mapping System
  - Renaissance Learning – STAR
  - Pearson – AIMSweb
  
- **The Charlotte Danielson Rubric, 2011**
  - Understanding the Danielson Domains
  - Using the Danielson Rubric for Self-Assessment
  
- **The Multi-Dimensional Principal Performance Rubric**
  - Understanding the MPPR Domains
  - Using the MPPR Rubric for Effective Goal Setting
  
- **Annual Professional Performance Review**
  - Understanding Student Learning Objectives
  - Teacher Student Roster Verification
  - Understanding Growth Scores
  - APPR 3012-d
  - Understanding Overall Scores during the Transition Period
  
- **Using Data to Inform Instruction**
  - The Boces Assessment Reporting System (BARS)
  - Using ASAP Regents Reporting Data
  - STAR and AIMSweb Data
  - Advanced Placement Reporting Tools
  - The NYS School Report Card
  - NYSAA Reports
  - NYSELSAT Reports



- **Technology/Curriculum Integration**
  - Google Apps for Education (GAPE)
  - Google Classroom
  - Using Chromebooks
  - Using Software Applications
  - Curriculum/Technology Integration
  - Ipads in Education
  - Online Databases
  - Online Textbooks and Companion Resources
  
- **Orientation and Support of New Faculty, and Ongoing PD for all Faculty**
  - New Teacher Orientation
  - “Effective Teacher” workshops
  - Mentoring New Teachers
  - Safe Schools Online Professional Development System
  - Classroom Management
  - Use of Professional Literature, such as *The First Days of School*
  - Substitute Teacher Guidance
  - Using Power School
  - AESOP Substitute Procurement
  - My Learning Plan – Professional Development System
  - OASYS – APPR Evaluation Management
  
- **Meeting the Needs of All Students:**
  - Differentiating Instruction – Meeting Students Where They Are
  - Teaching Students with Disabilities/Special Needs
  - Gifted Education
  - ADHD and Executive Function
  - Working with Students with Autism
  - Writing IEP/504 Plans<sup>!</sup>
  - Wilson Reading System
  - CPI – Crisis Prevention Training
  - SEPTA
  
- **Music & Fine Arts:**
  - New York State Learning Standards for the Arts
  - National Core Arts Standards Review
  - Conducting and Rehearsal Techniques
  - Creating a PreK-12 Scope and Sequence for Music/Fine Arts
  - Musical Instrument Repair for Educators
  - Visual Arts presentations from Local Artists
  - Technology in Music Education
  - Visual Literacy
  - Music for Special Learners/Musical Wellness
  
- **Safe Schools**
  - DASA Legislation
  - Bus Safety
  - OSHA Requirements
  - Building Safety Plans and Protocols
  - CPR/AED Training

## Character Development

- **Physical Education and Health**

- Fitnessgram Assessment Tool

- Sportsmanship and Leadership in the PE Classroom

- Lifetime Activities

- Introduction of Yard Games

- Health Fair with the Port Jefferson Chamber of Commerce

- LICADD Presentations

## REGISTRATION and CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS

Source: <http://www.highered.nysed.gov/tcert/pdf/Registration%20Table06022016.pdf>

<b>Registration and CTLE Requirements</b>			
<b>Certificate Type</b>	<b>Employment Status</b>	<b>Registration Requirements</b>	<b>Continuing Teacher and Leader Education (CTLE) Requirements</b>
<b>Permanent Certificate Holders</b>			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Professional Certificate Holders</b>			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
<b>Teaching Assistant Certificate Holders</b>			
Level III Teaching Assistant	Practicing in a NYS school district or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
Level III Teaching Assistant	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Other Certificate Holders</b>			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE

## REGISTRATION:

### Registration Requirements for Classroom Teachers and School Leaders Holding a Permanent or Professional Certificate, and Level III Teaching Assistant Certificate Holders

Source - <http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>

TEACH login site for Registration – <http://www.highered.nysed.gov/tcert/teach/>

The Board of Regents, at its March 2016 meeting adopted a new 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.

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

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, **shall apply for initial registration during the 2017-2018 school year during his/her month of birth** and shall renew his/her registration in the last year of each subsequent five-year period thereafter. Practicing means employed 90 days or more during a school year by a single applicable school in a position requiring certification.

**Apply during your month of birth -** <http://www.highered.nysed.gov/tcert/teach/>

Any holder of a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificates not practicing in a New York State school district or Board or Cooperative Education Services (BOCES) (“applicable school”), may notify the Department that he/she is no longer practicing in an applicable school and change their registration status to “Inactive.” At such time as the certificate holder may choose to resume practicing in an applicable school, the certificate holder shall register with the Department.

The following statuses will be used for purposes of Registration:

**Registered:** The certificate holder has notified the Office of Teaching Initiatives they wish to be registered, [through their personal TEACH account.]

Individuals issued their first permanent or professional certificates in the classroom teaching service or educational leadership service or a Level III Teaching Assistant certificates issued on or after July 1, 2016 will be automatically registered.

**Not Registered:** The certificate holder has not notified the Office of Teaching Initiatives they wish to be Registered or Inactive.

**Inactive:** The certificate holder has notified the Office of Teaching Initiatives they do not wish to be registered and are not practicing in an applicable school.

## **CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS:**

Sources - <http://www.highered.nysed.gov/tcert/news/newsitem05122015.html>  
<http://www.highered.nysed.gov/tcert/pdf/memo06012016.pdf>

(replaces the 175/75 hours requirement for TEACH)

Holders of **PROFESSIONAL** certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

PERMANENT classroom teacher and school leader certificate holders practicing in New York State school districts **will not be subject to CTLE**.

Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers **are not** subject to Registration or CTLE requirements.

### **Acceptable Continuing Teacher and Leader Education (CTLE)**

Acceptable CTLE must be taken from a sponsor approved by the NYS Education Department.

Acceptable CTLE shall be 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 Commissioner's Regulations.

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 shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

### **Measurement of Continuing Teacher and Leader Education (CTLE)**

CTLE credit shall only be granted for CTLE acceptable to the NYS Education Department and conducted by a sponsor approved by the Department.

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 continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

### **Adjustments to the Continuing Teacher and Leader Education (CTLE) Requirement**

An adjustment to the CTLE requirement, in terms of clock hours and/or the time for completing CTLE, may be granted by the Commissioner, provided that the CTLE certificate holder documents good cause that prevents compliance, which shall include any of the following reasons: poor health certified by a health care provider, extended active duty in the Armed Forces, or other good cause acceptable to the Department which may prevent compliance. The Department will not pre-approve adjustments prior to the conclusion of a five-year Registration period.

### **Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements**

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

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

## **CONTINUING TEACHER AND LEADER EDUCATION (CTLE) RECORDKEEPING REQUIREMENTS**

**CTLE certificate holders shall maintain a record of [THEIR OWN] completed CTLE, which shall include:**

- \* the title of the program,
- \* the total number of hours completed,
- \* the number of hours completed in language acquisition addressing the need of English language learners,
- \* the sponsor's name and any identifying number,
- \* attendance verification,
- \* date of the program,
- \* location of the program.

Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

### **The District's Responsibility:**

The responsibility of districts or BOCES to report completed CTLE activities relates to their status as a sponsor. As an approved sponsor, the anticipated plan is that districts and BOCES must upload, through the online TEACH system, information related to CTLE programs and activities provided to certificate holders. This information shall include: participants, number of hours provided, and the type of CTLE programs or activities provided.

All approved sponsors will be required to provide those who attend CTLE activities with a certificate of completion for purposes of record-keeping, and as required by the statute. In addition, the Department is currently working with districts, BOCES, and My Learning Plan as a means of providing certificates of completion.

**MAINTAINING UP TO DATE CONTACT INFORMATION IN TEACH:**

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

## **PROVIDERS:**

### **CONTINUING TEACHER AND LEADER EDUCATION (CTLE) PROVIDERS FOR THE PORT JEFFERSON SCHOOL DISTRICT**

Source: <http://www.highered.nysed.gov/tcert/pdf/memo06012016.pdf>

The NYS Education Department must approve all CTLE sponsors. In order to become an approved sponsor, NYS school districts and BOCES will be required to submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Professional development plans should include a list of contracted entities or individuals that will provide CTLE on behalf of the school district or BOCES as well.

The Port Jefferson School District is seeking approval from the NYS Education Department for the staff developers listed below, in order for the Port Jefferson School District to grant CTLE hours to participants. Granting of hours is contingent upon approval from NYSED.

### **PROVIDERS FOR THE PORT JEFFERSON SCHOOL DISTRICT:**

- District Employees
- Columbia, Teachers College Reading and Writing Project
  - Lisa Hourigan
  - Hannah Fiasconaro
  - Grades K-2 staff developer
  - Grades 3-5 staff developer
  - TCRWP Conference Days at Teachers College, TC staff developers
- Michael Keeny, Boces, APPR
- Michele Whitman, Boces, Common Core Standards
- Victor Jaccarino, Boces, Common Core Standards
- Larry Farrell, Boces, Common Core Standards
- Dan Drance, Boces, Common Core Standards
- Matthew Baruch, educational consultant
- Discovery Education staff developers
- Diana Kolhoff, Mathematics
- Brian Dowd, Boces, Social Studies
- Sarah Cordova, Literacy Matters
- Glen Cochrane, Boces, Science
- John Straub, Powerschool
- Davinci, Carol Mason, Foundations
- Georgette Bowling, Boces, Mentoring
- Linda Bausch, literacy consultant
- Boces Conference Days, held at BOCES locations for all content areas - staff developers
- The Maritime Explorium staff developers
- Renaissance STAR staff developers
- Pearson AIMSweb staff developers
- Port Jefferson Emergency Medical Service, Stop the Bleed and CPR/AED trainers
- It Takes a Village Wellness, Diane MacDonald, staff developer
- LogicWing, Blanca Duarte, Heather Monk, Anthony Martini, and staff developers
- American Red Cross Association, CPR/AED trainers
- NYs Finest Speakers, Officer Grimes and staff developers



- LICADD, Drug and Alcohol Awareness, staff developers
- EAP, staff developers
- Suffolk Transportation, bus safety training, Joanie Meere and staff developers
- Sources of Strength, staff developers
- Rose Montagnino ICT staff trainer
- CEO Career and Employment Options-Nick Villani and staff

## **RESOURCES**

The Port Jefferson School District continues to provide funding sources and human resources for professional development. We will be actively reaching out to the business and educational communities for the purpose of providing training, support, resources and educational opportunities. Examples within the local community include organizations such as BOCES, MESTRACT, SCOPE, and The State University at Stony Brook.

### **DISTRICT RESOURCES FOR PLANNING**

Elementary School Curriculum Development Council  
 Secondary Schools Curriculum Development Council  
 Technology Committee  
 Academic Intervention Services Committee  
 Annual Professional Performance Review Committee  
 PTSA/PTA  
 Race to the Top Network Team  
 My Learning Plan

### **RESOURCES FOR PROFESSIONAL DEVELOPMENT**

#### **Internal Resources:**

- Teacher Experts
- Administrators

#### **Other Providers:**

- Columbia Teachers College
- BOCES
- Royal Educational Foundation
- Grants
- Donations
- Institutions of Higher Education
- Teacher Resource Centers (e.g., MESTRAC, SCOPE)
- National/State Professional Organizations (e.g., ASCD, NYSUT)
- Consultants
- Publishers of school resources

#### **Community:**

- Major employers
- Community-based organizations
- Parents

## **EVALUATION OF PROFESSIONAL DEVELOPMENT**

The Professional Development Committee believes the evaluation of professional development is essential to assess the effectiveness of offerings, provide feedback to facilitators, and help the committee to make decisions about content, programs, and providers. (Evaluation form is in Appendix D.)

The district uses My Learning Plan to collect evaluation data on all staff development, for all employees. The results of these surveys are reviewed by the Professional Development Committee, and used to inform decision making for future professional development.

The evaluation of professional development is assessed by district administrators through formative assessment of instructional practices and through analysis of student performance data.

## **NEW TEACHER MENTORING PROGRAM**

The New Teacher Mentoring Program of the Port Jefferson School District is designed to support and encourage the professional development of new teachers in a way that will promote excellence in teaching and improve student learning.

It is our goal to foster a professional learning climate that supports and encourages reflective practice for both mentor and new teacher. This mentoring program is designed to provide support for new teachers in the transition from teacher preparation to practice, and to increase the skills of new teachers in order to improve student achievement in accordance with the State Learning Standards.

The New Teacher Mentoring Plan is attached, in Appendix A.

## NYS TEACHING STANDARDS

As a result, at their January, 2011 meeting, the NYS Teaching Standards [see Appendix B] were adopted by the Board of Regents of the New York State Education Department. They serve as an important foundation for not only initiatives currently underway to improve teaching and learning in NYS but as the basis of work conducted by the Port Jefferson Professional Development Committee, establishing benchmarks for professional development. The committee will not use these standards for evaluative purposes, as this is not the work of this group of professionals. It will utilize the document as a resource as it considers and plans meaningful professional development for its staff, both teachers and paraprofessionals. As an inclusive district and to the extent by which paraprofessionals work directly with all our students instructionally, we feel these standards can be useful in determining professional development guidelines for teaching assistants and aides as well.

The New York State (NYS) Teaching Standards, Elements and Performance Indicators provide a common foundation for:

- Implementing performance-based assessments for initial certification as a teacher.
- Enhancing the Annual Professional Performance Review (APPR) process for teachers.
- Creating a teacher career ladder and opportunities for additional compensation based on performance.

The NYS Teaching Standards enhance the preparation of teachers by identifying the knowledge and skills that new teachers are expected to have before they enter the classroom. The Teaching Standards, Elements, and Performance Indicators will be used to develop and/or identify rubrics to be used to enhance the APPR process for teachers. The NYS Teaching Standards will also help to establish benchmarks for teacher career ladders and teacher professional development.

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration

A copy of the NYSED NYS Teacher Standards is provided in Appendix B, and can be found at:  
<http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf>.

## NYS PROFESSIONAL DEVELOPMENT STANDARDS

**The Ten Standards for High Quality Professional Development were developed in 2009 to align with the New York State Learning Standards and were based on an analysis and adaptation of the National Staff Development Council’s Standards for Staff Development as well as other national, state, and professional standards.**

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 to assess its effectiveness in improving professional practice and student learning.

A copy of the NYSED NYS Professional Development Standards is provided in Appendix C, and can be found at: <http://www.highered.nysed.gov/tcert/resteachers/pd.html#two>

# **Port Jefferson School District Professional Development Plan**

## **APPENDICES**

Appendix A: Mentoring Plan

Appendix B: NYS Teaching Standards

Appendix C: NYS Professional Development Standards

Appendix D: Sample Survey Tool & Results

Appendix E: Sample Evaluation Forms

## **Appendix A**

### **Port Jefferson School District Mentoring Plan**

#### **An Amendment to the Professional Development Plan**

##### **PURPOSE:**

Under Part 80-3 of the Commissioner's Regulations related to teacher certification, all districts are required to provide a mentored experience to new teachers as part of the District's Professional Development Plan, beginning September 2004. Candidates with an Initial Teaching Certificate who are seeking a professional certificate shall be required to participate in a mentored program in their first year of employment as prescribed in Part 100, unless the candidate has successfully completed two years of teaching experience prior to such teaching in the public schools.

The New Teacher Mentoring Program of the Port Jefferson School District is designed as a collaborative effort between the Port Jefferson School District and the Port Jefferson Teachers' Association to support the development of new teachers, as outlined in state requirements.

The purpose of the New Teacher Mentoring Program is to support and encourage the professional development of new teachers in a way that will promote excellence in teaching and improve student learning. In addition, it is our goal to foster a professional learning climate that supports and encourages reflective practice for both mentor and new teacher. This mentoring program is designed to provide support for new teachers in the transition from teacher preparation to practice and to increase the skills of new teachers in order to improve student achievement in accordance with the State Learning Standards.

##### **PROGRAM PARTICIPANTS:**

The program will be required of all candidates with an Initial Teaching Certificate (certified after February 1, 2004) in their first year of employment in New York public schools, unless the candidate has previously participated in a mentoring experience, or successfully completed two years of teaching experience, or is employed for less than 40 school days.

A mentoring experience may also be offered to additional teachers at the discretion of the district (e.g. other teachers new to the district; teachers changing grade levels; probationary teachers in their second or third year of experience who were never offered the opportunity in prior years; other teachers in need of support).

##### **ROLE OF THE MENTOR COORDINATOR:**

The Superintendent of Schools shall select a Mentor Coordinator. The position shall be posted annually as needed. The teacher who serves as Mentor coordinator shall be responsible for: coordinating the mentoring program; providing regular support to mentors; maintaining program records and collecting monthly log sheets, conducting an annual evaluation; and serving as liaison between mentors and administrators. The Mentor Coordinator shall be expected to complete the required Mentor Training, participate in the monthly Support group, and to serve as liaison between mentors and new teachers as needed.

## **PROCEDURE FOR SELECTING MENTORS:**

Any tenured teacher may submit an application to be considered as a mentor for a new teacher. The position will be posted as needed, along with a list of the selection criteria. The applications will be reviewed by the District Mentoring Committee.

The District Mentoring Committee shall consist of the Superintendent of Schools, the Executive Director of Curriculum and Instruction, the Vice-President for Professional Issues of the PJTA, the building principals, as well as one elementary teacher, one middle school teacher, and one high school teacher appointed by the Port Jefferson Teachers' Association. If already selected, the Mentor Coordinator shall also serve on this committee.

Mentors shall be selected based upon consideration of the following criteria:

- tenured teacher
- teaching experience in area of certification in the Port Jefferson School District (five (5) or more years of experience in area of certification preferred)
- strong interpersonal relationships
- master teaching abilities and content area skills, as reflected in summative evaluations
- demonstrated commitment to professional growth and reflective practice
- general knowledge of school and district policies and provisions of the PJTA Contract
- commitment to allowing the intern to develop his or her own effective teaching style
- other considerations deemed as pertinent to the selection
- completion of district-approved mentor training or service as a mentor within the three years prior to assuming the position

If no mentor is available who meets the above criteria, the District Mentoring Committee will review other potential candidates to recommend a suitable match for the new teacher. Because of their role in the observation/evaluation process, administrators are eligible to apply as mentors.

## **ROLE OF THE MENTOR:**

The mentor's role shall be to guide and support the new teacher in an advisory, non-evaluative capacity. Information obtained by the mentor in his/her work with the assigned teacher is confidential and shall not be made available to supervisors or used in the evaluation or discipline of the new teacher. In order for all interactions between the mentor and new teacher to be confidential, administrators will not observe those interactions, nor request information regarding those interactions. In accordance with state regulations 100.2(22) (IV)(d), such confidentiality shall be maintained *unless withholding such information poses a danger to the life, health or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.*

The role of the mentor shall not be construed as limiting or supplanting the authority of school administrators or supervisors to supervise or evaluate the performance of new teachers. New teachers shall be supervised and evaluated according to the terms of the Collective Bargaining Agreement between the District and the Port Jefferson Teachers' Association. Should there be a situation in which administrative concerns regarding the new teacher result in the need for union representation, the PJTA agrees to provide representation to the new teacher by someone other than the mentor.



## **MENTORING ACTIVITIES:**

The mentoring program will include activities designed to help the novice teacher transition from preparation to practice with the goal of developing and improving instructional skills in order to improve student performance.

Such activities may include, but are not limited to:

- understanding district curricula and state learning standards
- unit planning
- joint lesson planning
- reflection activities and goal setting
- interpreting assessment data to modify instruction
- support with scheduling, planning and organization
  - organizing and managing materials
  - maintaining a record-keeping system
  - addressing different learning styles
  - using/interpreting IEPs
- establishing effective classroom management strategies
- planning and documenting parent communication
- understanding the district's progress reports and report cards
- preparing for parent/teacher conferences
- demonstration lesson (by mentor)
- classroom visitation (of another teacher)
- classroom observation/peer coaching (of new teacher by mentor)
- team teaching

## **MENTOR PREPARATION:**

The District will provide a fifteen (15) hour initial training for mentors that will be open to all tenured teachers.

Completion of the initial training is required of all mentors.

The initial training will focus on:

- understanding the essential elements of the mentoring relationship
- knowledge of adult learning theory and the stages of teacher development
- identifying the components of professional practice
- conferencing and effective communication skills
- engaging new teachers in reflection on their teaching practices
- coaching techniques: the role of the mentor as change agent

Follow-up training will be provided throughout the school year.

## **TIME ALLOCATION:**

### ➤ **Training and Support for Mentors**

Mentors shall participate in a mentor training workshop what will require approximately fifteen (15) hours.

The district will offer a Mentor Support Group on a monthly basis from September through May. This support group will be open to all those who completed the initial training, regardless of whether they are selected as mentors. Teachers who are selected to serve as mentors are required to attend at least 7 of the 9 sessions.

In addition, the mentors will meet with the Mentor Coordinator as needed throughout the year; with the understanding that such meetings shall take place at least once a week during the first two months and monthly during the rest of the school year. Additionally, the Mentor Coordinator will be available to meet with mentors upon request on an individual basis.

### ➤ **Training for New Teachers**

All new teachers will attend a New Teacher Orientation program that includes an orientation to the district, general information about district programs, and professional development sessions for new teachers.

In addition, new teachers involved in the mentoring program will be expected to attend at least a majority of the Effective Teaching Workshops designated for new teachers.

### ➤ **Mentoring Activities**

Whenever possible, the mentor and new teacher shall meet for one half-day during New Teacher Orientation. During the school year, the mentor and new teacher shall meet face-to-face at least two to three times weekly during the first month, and at least once weekly during the remainder of the school year. The duration and scheduling of the individual meetings shall be determined jointly by the mentor and new teacher, as long as they do not interfere with the teachers' instructional time or other contractual responsibilities.

The district and the PJTA recognize the importance of observation and peer coaching to the growth of the new teacher. Such activities should take place eight times during the school year as follows:

The mentor shall visit the new teacher's classroom twice each semester for the purpose of peer coaching. The new teacher shall visit the mentor's classroom twice each semester to observe demonstration lessons.

The district and the PJTA are committed to maintaining continuity of instruction within the classroom, yet recognize that in certain cases the master schedule may not provide the flexibility required to allow for classroom observations. When necessary, substitute coverage shall be made available to the mentor or new teacher during the school year to provide an opportunity for class visitations, demonstration lessons, and classroom observations of the new teacher for the purpose of peer coaching. Such substitute coverage must be requested through the building principal at least three school days in advance.

**DOCUMENTATION:**

Every mentor and new teacher will be required to maintain individual monthly logs documenting all mentoring activities, including training sessions.

A copy of these logs will be submitted at the end of each month to the mentor Coordinator. These logs must include: the new teacher's name; the mentor's name; dates, times, and total hours of mentoring activities; type of mentoring activity (as listed above in the Mentoring Activities section; training activities should list the title of the workshop), and be signed by both the new teacher and the mentor.

At the conclusion of the school year, the Mentor Coordinator shall issue a certificate of completion to the new teacher, with copies placed in the coordinator's mentoring file and the District's personnel files. This certificate shall include the new teacher's name and certificate number; the mentor's name and certificate number; a summary of the number of hours and types of mentoring activities completed. This certificate will be signed by both the new teacher and the mentor. Per regulations, the District will maintain documentation of mentoring activities for each new teacher for a period of seven years.

**PROGRAM EVALUATION:**

An evaluation of the Mentoring Program shall be conducted by the District Mentoring Committee in May of each year for the purpose of improving the program.

**APPENDIX B**

**The New York State Teaching Standards  
September 12, 2011**

	Page
I. Knowledge of Students and Student Learning .....	1
II. Knowledge of Content and Instructional Planning .....	3
III. Instructional Practice .....	6
IV. Learning Environment .....	8
V. Assessment for Student Learning .....	10
VI. Professional Responsibilities and Collaboration .....	12
VII. Professional Growth.....	14

## **Standard I: Knowledge of Students and Student Learning**

**Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.**

### **Element I.1:**

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

#### Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

### **Element I.2:**

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

#### Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

### **Element I.3:**

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

#### Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

**Element I.4:**

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

**Element I.5:**

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

**Element I.6:**

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

## **Standard II: Knowledge of Content and Instructional Planning**

**Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.**

### **Element II.1:**

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

#### Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

### **Element II.2:**

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

#### Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

### **Element II.3:**

Teachers use a broad range of instructional strategies to make subject matter accessible.

#### **Performance Indicators:**

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

### **Element II.4:**

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

#### **Performance Indicators:**

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

### **Element II.5:**

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

#### **Performance Indicators:**

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.



**Element II.6:**

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

### **Standard III: Instructional Practice**

**Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.**

#### **Element III.1:**

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

##### Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

#### **Element III.2:**

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

##### Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

#### **Element III.3:**

Teachers set high expectations and create challenging learning experiences for students.

##### Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

### **Element III.4:**

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

#### Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

### **Element III.5:**

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

#### Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

### **Element III.6:**

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

#### Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

## **Standard IV: Learning Environment**

**Teachers work with all students to create a dynamic learning environment that supports achievement and growth.**

### **Element IV.1:**

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

#### Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

### **Element IV.2:**

Teachers create an intellectually challenging and stimulating learning environment.

#### Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

### **Element IV.3:**

Teachers manage the learning environment for the effective operation of the classroom.

#### **Performance Indicators:**

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

### **Element IV.4:**

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

#### **Performance Indicators:**

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.
- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

## **Standard V: Assessment for Student Learning**

**Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.**

### **Element V.1:**

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

#### Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required testing accommodations.

### **Element V.2:**

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

#### Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

### **Element V.3:**

Teachers communicate information about various components of the assessment system.

#### Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

#### **Element V.4:**

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

##### Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.
- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

#### **Element V.5:**

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

##### Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

## **Standard VI: Professional Responsibilities and Collaboration**

**Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.**

### **Element VI.1:**

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

#### Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

### **Element VI.2:**

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

#### Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.



### **Element VI.3:**

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

#### **Performance Indicators:**

- a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
- b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
- c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

### **Element VI.4:**

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

#### **Performance Indicators:**

- a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)
- b. Teachers manage time and attendance in accordance with established guidelines.
- c. Teachers maintain classroom and school resources and materials.
- d. Teachers participate in school and district events.

### **Element VI.5:**

Teachers understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities.

#### **Performance Indicators:**

- a. Teachers communicate relevant regulations and policies to stakeholders.
- b. Teachers maintain confidentiality regarding student records and information.
- c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.
- d. Teachers adhere to board policies, district procedures, and contractual obligations.
- e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students' rights and teachers' responsibilities.

## **Standard VII: Professional Growth**

**Teachers set informed goals and strive for continuous professional growth. Element**

### **VII.1:**

Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

#### Performance Indicators:

- a. Teachers examine and analyze formal and informal evidence of student learning.
- b. Teachers recognize the effect of their prior experiences and possible biases on their practice.
- c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

### **Element VII.2:**

Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

#### Performance Indicators:

- a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.
- b. Teachers engage in opportunities for professional growth and development.

### **Element VII.3:**

Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

#### Performance Indicators:

- a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.
- b. Teachers participate actively as part of an instructional team to improve professional practice.
- c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

**Element VII.4:**

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

- a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.
- b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.
- c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

## Appendix C

### **NYSED Professional Development Standards**

#### **The Ten Standards for High Quality Professional Development**

- **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.
- **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.
- **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
- **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
- **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
- **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
- **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.
- **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.
- **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

#### **Standard 1: Designing Professional Development**

Standard:

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.

Indicators:

- a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.
- b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

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

## **Standard 2: Content Knowledge and Quality Teaching**

Standard:

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

Indicators:

- a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.
- b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students’ learning by utilizing methods such as peer review, coaching, mentoring, and modeling.
- c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.
- d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.
- e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.
- f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

### **Standard 3: Research-based Professional Learning**

Standard:

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

Indicators:

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

### **Standard 4: Collaboration**

Standard:

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

Indicators:

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

### **Standard 5: Diverse Learning**

Standard:

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

Indicators:

- a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

- b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.
- c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

### **Standard 6: Student Learning Environments**

Standard:

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

Indicators:

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

### **Standard 7: Parent, Family and Community Engagement**

Standard:

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

Indicators:

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

## **Standard 8: Data-driven Professional Practice**

Standard:

Professional 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.

Indicators:

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

## **Standard 9: Technology**

Standard:

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

Indicators:

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



## Standard 10: Evaluation

Standard:

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

Indicators:

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

## Appendix D

### Port Jefferson School District Professional Development Committee

#### Sample Survey

Surveys are developed for:

- \* ES Faculty
- \* MS and HS Faculty
- \* Paraprofessionals
- \* Office Staff

### Sample Superintendent's Conference Day Survey (Teachers)

Please complete the following survey regarding workshops attended during Superintendents Conference Day. Your input will be highly beneficial in designing appropriate professional development opportunities for this school year.

1. Google Classroom. Mark only one oval.
  - 1 – Much more Training Needed
  - 2 – Some Training Needed
  - 3 - Neutral
  - 4 – Somewhat Skilled in this Area
  - 5 – Very Skilled, No More Training Necessary
  - N/A – Did Not Participate in this Workshop Session
  
2. Shifting to the New Regents Exam. Mark only one oval.
  - 1 – Much more Training Needed
  - 2 – Some Training Needed
  - 3 - Neutral
  - 4 – Somewhat Skilled in this Area
  - 5 – Very Skilled, No More Training Necessary
  - N/A – Did Not Participate in this Workshop Session
  
3. New Social Studies Frameworks. Mark only one oval.
  - 1 – Much more Training Needed
  - 2 – Some Training Needed
  - 3 - Neutral
  - 4 – Somewhat Skilled in this Area
  - 5 – Very Skilled, No More Training Necessary
  - N/A – Did Not Participate in this Workshop Session

4. New Next Generation Science Standards. Mark only one oval.

- 1 – Much more Training Needed
- 2 – Some Training Needed
- 3 - Neutral
- 4 – Somewhat Skilled in this Area
- 5 – Very Skilled, No More Training Necessary
- N/A – Did Not Participate in this Workshop Session

5. Outcomes and Gradebook. Mark only one oval.

- 1 – Much more Training Needed
- 2 – Some Training Needed
- 3 - Neutral
- 4 – Somewhat Skilled in this Area
- 5 – Very Skilled, No More Training Necessary
- N/A – Did Not Participate in this Workshop Session

6. Evaluating our Literature. Mark only one oval.

- 1 – Much more Training Needed
- 2 – Some Training Needed
- 3 - Neutral
- 4 – Somewhat Skilled in this Area
- 5 – Very Skilled, No More Training Necessary
- N/A – Did Not Participate in this Workshop Session

7. Collaboration. Mark only one oval.

- 1 – Much more Training Needed
- 2 – Some Training Needed
- 3 - Neutral
- 4 – Somewhat Skilled in this Area
- 5 – Very Skilled, No More Training Necessary
- N/A – Did Not Participate in this Workshop Session

8. Wellness Pilot. Mark only one oval.

- 1 – Much more Training Needed
- 2 – Some Training Needed
- 3 - Neutral
- 4 – Somewhat Skilled in this Area
- 5 – Very Skilled, No More Training Necessary
- N/A – Did Not Participate in this Workshop Session

9. Please express any other areas/topics that you would like to receive Professional Development training?

10. Please express any suggestions/requests for future Superintendent's Conference Days.

**Elementary School Faculty** (35 responses)

Google Classroom

Transferring eboards to Google Sites

Assessments linked to new science standards

Student-centered learning in science labs

Resources for grammar instruction

IST data collection

IEP Training: Goal writing within departments, collaboration with TA's

STAR assessment training

**Middle & High School Faculty** (45 responses)

Google Classroom

Transferring eboards to Google Sites

Assessments linked to new science standards

Co-teaching models

Letter of recommendation writing

First Aid/CPR/AED

IEP training

**Paraprofessionals** (15 responses)

CPR/AED

Suffolk transportation training

De-escalation techniques

My Learning Plan

**Office Staff** (12 responses)

Google docs, calendar

Advanced Excel features

# Appendix E

## My Learning Plan Evaluation Form

### Port Jefferson MLP Evaluation Form for Activities, Workshops, Conferences, and Courses

#### Port Jefferson MLP Evaluation Form for Activities, Workshops, Conferences, and Courses

**Your responses are ANONYMOUS**

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

This event increased your knowledge and skills in your areas of certification or teaching assignment.

- 5 STRONGLY AGREE
- 4
- 3
- 2
- 1 STRONGLY DISAGREE

This event provided you with useful ideas that you expect to apply to your own professional/personal situation.

- 5 STRONGLY AGREE
- 4
- 3
- 2
- 1 STRONGLY DISAGREE

This event had an appropriate level of participation, interaction, and discussion.

- 5 STRONGLY AGREE
- 4
- 3
- 2
- 1 STRONGLY DISAGREE

You recommend that your colleagues attend this activity/course/workshop.

- 5 STRONGLY AGREE
- 4
- 3
- 2
- 1 STRONGLY DISAGREE

What were the strengths and/or weaknesses of the facilitator or activity?



Characters left 2047

What skills, content, or ideas did you identify to use in your own work in the near future?



Characters left 2048

## Appendix F Statement of Certification

After approval from the Board of Education, the Port Jefferson School District's Professional Development Plan will be submitted to the NYSED, as required, using the Statement of Certification provided by NYSED.




### Office of Accountability

[Latest News](#)[Schools/Districts](#)[SES Providers](#)[Parents](#)[Webinars](#)[Contact Us](#)[Race to the Top \(RTTT\)](#)[ARRA](#)

NYSED / P-12 / Accountability / Title II, Part A / Professional Development Plan - Statement of Certification

#### Professional Development Plan - Statement of Certification

Under [Section 100.2\(dd\)](#) of Commissioner's regulations, superintendents of schools and district superintendents must annually certify to the Department that their districts or BOCES have complied with their professional development plans for the current school year and have professional development plans in place for the upcoming school year.

The [statement of certification](#)  (35KB) is due to the NYSED on or before September 1 of each year.

Please send the hard copy to:

New York State Education Department

Title I School & Community Services

Room 320 EB

89 Washington Avenue

Albany, NY 12234

Last Updated: May 11, 2016