Continuing Teacher & Leader Education Professional Development Implementation Plan 2016-2019

West Islip has 2020 vision!

Adopted by the Board of Education
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Table of Contents

Introduction

The West Islip Union Free School District is committed to raising the knowledge, skills, and opportunity of our faculty and staff to enhance students' cognitive, social, emotional and academic achievement throughout its schools.

Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Professional development needs of the school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous improvement for the achievement of all students.

These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

New York State's Requirements for Professional Development

Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.

Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to adopt a professional development plan that meets the content requirements. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.

Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

Continuing Teacher and Leader Education (CTLE) Requirements for Holders of Professional Certification* and Level III Teaching Assistant Certificate Holders

Continuing Teacher and Leader Education (CTLE) Requirements for Classroom Teachers and School Leaders Holding a Professional Certificate and Level III Teaching Assistant Certificate Holders

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.

Individuals employed in NYS Charter or private schools are not required under the regulations to be registered or complete CTLE.

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.

Continuing Teacher and Leader Education (CTLE) Requirements

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 or BOCES will be subject to Registration requirements, but 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 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 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.

Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of 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, and the date and 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.

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.

A Language Acquisition Requirement table can be found at:
Language Acquisition Requirement Table

Exemption from the Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Classroom teachers, school leaders and Level III Teaching Assistants who are employed by a school district or BOCES with an approved exemption pursuant to section 154-2.3(k) shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they practice in a New York State school district or BOCES with an approved exemption. Such exemption does not reduce the 100-hour requirement.

Continuing Teacher and Leader Education (CTLE) Requirements for National Board Certification Holders

A holder of a certificate in the classroom teaching service who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the CTLE requirement for the registration period in which such National Board Certification is achieved; provided that the CTLE certificate holder continues to meet the applicable required CTLE requirements in language acquisition as described above.

Notification of Name and/or Address Change

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

New York State's Professional Development Standards

Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor.
Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning.
These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

Professional development is most effective when it takes place in professional learning communities.
These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.

Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.
Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development
New York State Professional Development Standards and Indicators

Standard 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.

Indicators:

1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.

1b. 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.

1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.

1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.

1e. 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.

1f. 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.

1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. 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

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

Indicators:

2a. 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.

2b. 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.

2c. 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.

2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

2e. 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.

2f. 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

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

Indicators:

    3a. Professional development is based on current research in teaching, learning, and leadership.

    3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

    3b.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.

    3b.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.

    3b.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

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:

    4a. 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.

    4b. 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.

    4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

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

Indicators:

    5a. 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.

    5b. 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.

    5c. 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

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

Indicators:

6a. 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.

6b. 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.

6c. 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

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:

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. 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.

7c. 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:

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:

8a. 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.

8b. 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.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. 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.

8e. 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

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

Indicators:

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. 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.

9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

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

Indicators:

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. 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).

10c. 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).

10d. 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.

Professional Development Committee Responsibilities

The Professional Development Committee will participate in the following:

1. Goal-setting
   - Student needs
   - Teacher content and training needs
   - Curricular needs
   - State and district initiatives
   - District resources

2. Plan implementation
   - Yearly theme or focus
   - Utilization of after-school PD hours
   - Use of collaboration and Superintendent's Conference Days
   - Creation of Professional Development Calendar

3. Needs analysis – an analysis of the following, but not limited to, will be used to plan for professional development:
   - NYS assessments
   - District common assessments
   - Needs assessment surveys
   - Graduation and drop-out rates
   - Longitudinal data
   - Regional data
   - Programmatic, instructional and curricular needs as suggested by Curriculum Council, Response to Intervention, District Data Team, etc.
   - Budgetary considerations

4. Evaluating/modifying plan
   - Formally reviewed and adjusted annually
   - Review of District's progress in meeting identified goals
   - Review input from Curriculum Council, Response to Intervention, District Data Team, etc.
   - Use faculty and staff surveys to determine efficacy and future needs

5. Planning/developing professional development opportunities
   - Completing a minimum of twelve hours of professional development annually during non-school hours (contractual)
   - Participation in designated Superintendent's Conference Days
   - Participation in released-time professional development

Three Year Professional Development Goals

Year	Goals
2016-2017	- Provide all faculty and staff with PD calendar and expectations for the school year at the opening of school - Design Professional Development opportunities to include: - Alignment with District initiatives and goals - Google Apps for Educators - English as a New Language - Writing in the Content Areas - Response to Intervention (K-12) - Implementation of Next Generation Science Standards K – 8 - Implementation of Social Studies Inquiries - Effective use of instructional technology resources - Review of participants' feedback - Review of professional development opportunities
2017-2018	- Provide all faculty and staff with PD calendar and expectations for the school year at the opening of school - Design Professional Development opportunities to include: - Alignment with District initiatives and goals - Google Apps for Educators - English as a New Language - Writing in the Content Areas - Response to Intervention (K-12) - Implementation of NYS Science Standards K – 12 - Implementation of Social Studies Inquiries - Effective use of instructional technology resources - Review of participants' feedback - Review of professional development opportunities
	- Provide all faculty and staff with PD calendar and expectations for the school year at the opening of school - Design Professional Development opportunities to include: - Alignment with District initiatives and goals - Google Apps for Educators - English as a New Language - Implementation of NYS Science Standards K-12 - Response to Intervention (K-12) - Literacy K-12 - Math K-8 - Behavior K-5 - Attendance K-12 - Effective use of instructional technology resources - Review of participants' feedback - Review of professional development opportunities

Professional Development Plan 2016-2017

Background
The Professional Development (PD) Committee is comprised of three teachers, three administrators, and the Assistant Superintendent for Curriculum & Instruction as the facilitator. The role of the PD Committee is to review all professional development dates and topics to make recommendations to the Superintendent. In an attempt to provide equitable expectations for all teachers and to limit the impact to instructional time, the following is a proposal for the 2015-2016 school year:

- Utilizing four full Superintendent Conference Days
- Establishing two half days of school for students in order to create release time for teachers to participate in PD
- Utilizing the contractual ten hours of after-school PD equitably providing more choice for teachers and administrators

Professional development dates for the school year will be determined prior to the end of the prior school year. Particular attention will be given to avoid conflicts with faculty, district committee, and WITA meetings.

Expectations

- All teachers are expected to complete a minimum of ten hours of after-school professional development
- All teachers are responsible for keeping track of their hours (10PD will be placed at the end of the topics in MLP for ease of tracking.)
- All teachers are expected to remain for the full two hours of each workshop
- ***All PD listed is mandatory with the exception of any PD noted as optional.*** The District will provide professional development opportunities that align with the District's vision, goals and initiatives. Topics for the 2016-2017 school year are:
    - English as a New Language (mandated)
    - Designing performance-based assessments
    - Using technology effectively
    - Growth Mindset
    - Implementation of a Response to Intervention model at the Middle Schools

Important Information
- A Professional Development Calendar is available electronically.
- All PD is tracked through MLP.
- Any approved changes to the PD Calendar will be updated on the Professional Development Calendar and an e-mail will be sent alerting faculty of a change through the Department Director or Building Principal.
- A generic survey is available in MLP for participants to provide feedback.

Mentor Program

The Mentor Program is a part of the district's Professional Development Plan. A committee of 3 administrators and 3 teachers, including the WITA President or his/her designee, will select qualified mentors from the pool of applicants.

A stipend in accordance with the West Islip Teachers' Association contract will be provided for the position of Program Coordinator. The Program Coordinator will be a WITA member who will, among other things, obtain and disseminate materials, assure that on-going meetings between mentors and mentees are taking place, serve as a problem-solving resource, and provide the required mentor training workshops. (S)he will also serve as a member of the Professional Development Committee.

A stipend in accordance with the West Islip Teacher Association's contract will be provided for each mentor.

Potential mentors will attend a mandatory introductory seminar in order to apply for the position. The seminar will review the requirements, duties, and responsibilities of a mentor.

Mentors will:

> •!• Attend a training workshop of at least 8 hours.

> •!• Keep a running log of mentor/mentee interactions. This will include the names and teacher certificate numbers of beginning teachers served and their mentors; types of mentoring activities, and the number of hours of mentoring each beginning teacher received. Activities will include but not be limited to modeling instruction, observation and lesson planning with the new teacher, team teaching, peer coaching, and orientation of the new teacher to school culture.

> •!• Meet with mentees before, during, or after the school day for approximately 30 minutes each week. The meeting time, if done during the school day, may not take place during any supervision, duty, or prep assignments a mentor or mentee may have.

> •!• Mentors/mentees may be given five days of release time to conduct mentoring activities.

> •!• Mentors should (if possible) have the same or similar certifications as their mentees.

> •!• Mentors should (if possible) be in the same building as their mentees.

Note: Information emerging from mentoring activities and the mentoring relationship is confidential and may not be used to evaluate or discipline a new teacher. No discussions among administrators or supervisors will take place with the mentor regarding the mentee. Mentors will not play a role in any form of official observations or tenure recommendations.

Four-Year Probationary Teachers

Year 1 ~ Teacher as Reflective Practitioner

The focus of the Year 1 portfolio is reflection. It will provide teachers with the opportunity to reflect on their beliefs, practices and goals. A "Letter to the Reader" provides an introduction to the teacher and his/her class and helps to provide a context for the artifacts and reflections that follow.

Outcomes:
Through the selection of representative artifacts/data and teacher commentary, the portfolio will show evidence of:
- Thoughtful/reflective practice
- Effective communication
- Assessment-self and student
- Collegiality
- History-professional
- Inquiry/continuous learning
- New ideas and understandings
- Goals/philosophy/beliefs

Possible Artifacts:
- Overview or descriptions of courses taught
- Assignments or exams
- Classroom activities, lessons, units
- Checklists, rubrics, or other assessment criteria
- Student work with teacher comments
- Description of a classroom routine or process, with rationale
- Samples of parent interaction (phone call logs, letters/forms sent home, description of meetings held, etc.)
- Classroom materials such as handouts or overheads
- Innovative instructional materials
- Descriptions of professional development experiences
- Student evaluations/reflections

Possible Reflections:
- Reflections on mentor visit
- Reflections on administrative observation
- Self-evaluation of all kinds
- Narrative accounts of problem-solving
- Responses to case studies and scenarios about teaching
- Journals documenting thoughtfulness about instructional issues
- Assessments and adjustment of stated goals, philosophy or beliefs
- Reflection on effectiveness of a process or routine
- Responses to/reflection on professional development experiences

Year 2 ~ Teacher as Assessor

The focus of the Year 2 portfolio is classroom assessment. In a "Letter to the Reader", the teacher will identify two goals, needs or interests related to the design and implementation of the classroom assessments, explaining the rationale behind and potential gain from this focus. Their portfolios will show their process and progress.

Outcomes:
Through the selection of representative artifacts/data and teacher comments, the portfolio will show evidence of an assessment system which includes:
- Alternative assessment practices
- Student-centered learning
- Standards-based assessment
- Explicit criteria
- Student and teacher reflections
- Multiple intelligences and learning styles
- Engagement and relevance to students
- Natural connections between disciplines
- Task and lesson congruence

Possible Artifacts:
- Overview or descriptions of courses taught
- Sample assignments or exams
- Drafts of activities, lessons, units intervention plans
- Description of student case study
- Checklists, rubrics, or other assessment criteria
- Student work with teacher comments
- Description of an assessment routine or process
- Classroom materials such as handouts or overheads
- Innovative instructional materials
- Descriptions of professional development experiences related to teacher stated assessment goals for the year
- Student evaluations/reflections

Possible Reflections:
- Reflections on a previously implemented activity, lesson, unit or action
- Reflection on effectiveness of a process or routine
- Reflections on administrative observation and/or conference
- Self-evaluation of all kinds
- Responses to case studies and/or scenarios about teaching
- Journals documenting thoughtfulness about instructional issues resulting from the focus on design process
- Responses to/reflection on professional development experiences
- Assessment and adjustment of stated goals, philosophy or beliefs based on this year's work

Year 3 ~ Teacher as Researcher

The focus of the Year 3 Portfolio is action research. In a brief introductory statement, teachers will identify and explain how they plan to pursue a particular educational issue, question, concern or goal that directly relates to their teaching experience. Their action research will be carried out in the context of the daily classroom and will have direct implications for both teachers and students.

Outcomes:
The portfolio will show evidence of:
- Reflective practice
- Evaluation
- Supporting data
- Explanations of expectations, process and results
- Ability to give, receive and use feedback
- Rigor and resources
- Criteria
- How action research impacts teaching practice

Possible Artifacts:
- Overview or descriptions of action research question and plan for implementation
- Classroom activities or assessments
- Checklists, rubrics or other assessment criteria
- Student work or observations, with teacher comments
- Student evaluations/reflections
- Description of a classroom routine or process, with rationale
- Samples of parent interaction (phone call logs, letters/forms sent home, description of meetings held, etc.)
- Classroom materials such as handouts or overheads
- Innovative instructional materials
- Descriptions of professional development experiences as related to action research question

Possible Reflections:
- Self-evaluation of all kinds
- Narrative accounts of action research process
- Responses to case studies and scenarios about teaching
- Journals documenting thoughtfulness about action research focus
- Reflection on collegial feedback
- Responses to/reflection on professional development experiences as related to action research
- Assessment and adjustment of stated goals, philosophy or beliefs based on this year's work

Year 4 ~ Teacher as a Leader

The focus of the Year 4 Portfolio is the teacher as a leader. The Teacher Leader Model Standards are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st-century learners. The Standards instead describe seven domains of leadership. Each domain is further developed and supported by a list of functions that a teacher leader who is an expert in that domain might perform. A "Letter to the Reader" provides an introduction to the teacher and his/her class and helps to provide a context for the artifacts and reflections that follow.

In a brief introductory statement, the teacher leader will choose one of the domains, create an action plan to support the domain, and provide evidence as listed in the list of functions that a teacher leader who is an expert in that domain might perform.

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
Domain II: Accessing and Using Research to Improve Practice and Student Learning
Domain III: Promoting Professional Learning for Continuous Improvement
Domain IV: Facilitating Improvements in Instruction and Student Learning
Domain V: Promoting the Use of Assessments and Data for School and District Improvement
Domain VI: Improving Outreach and Collaboration with Families and Community
Domain VII: Advocating for Student Learning and the Profession

More information can be found at http://www.teacherleaderstandards.org/standards_overview

Outcomes:
The portfolio will demonstrate evidence of the functions listed under the domain chosen:

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

Functions

The teacher leader:

a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;

b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;

d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

Domain 2: Accessing and Using Research to Improve Practice and Student Learning

The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Functions

The teacher leader:

    a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;

    b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;

    c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and

    d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain 3: Promoting Professional Learning for Continuous Improvement

The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Functions

The teacher leader:

    a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;

    b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

    c) Facilitates professional learning among colleagues;

    d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;

    e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

    f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

    g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and

    h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain 4: Facilitating Improvements in Instruction and Student Learning

The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

Functions

The teacher leader:

a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;

b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;

c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;

d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;

e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, uses social media to promote collaborative learning, and connects with people and resources around the globe; and

f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain 5: Promoting the Use of Assessments and Data for School and District Improvement

The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

Functions

The teacher leader:

a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;

b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and

d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain 6: Improving Outreach and Collaboration with Families and Community

The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

Functions

The teacher leader:

a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;

b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;

d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and

e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

Domain 7: Advocating for Student Learning and the Profession

The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

Functions

The teacher leader:

a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;

d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and

e) Represents and advocates for the profession in contexts outside of the classroom.

Possible Artifacts:
- Overview or descriptions of Domain Action Plan for implementation
- Grade Level, Department, and/or Building Activities
- Grade Level, Department, and/or Building Professional Development
- Program review study
- Common assessments with blueprint or skills map
- Student evaluations/reflections
- Overview of success with innovative instructional materials
- Descriptions of professional development experiences as related to Domain Action Plan

Possible Reflections:
- Self-evaluation of all kinds
- Narrative accounts of Domain Action Plan process
- Responses to case studies and scenarios about Domain
- Reflection on collegial feedback
- Responses to/reflection on professional development experiences as related to Domain

Frequently Asked Questions
New Registration and CTLE Requirement

General Registration and CTLE Information

1. When will the TEACH system, new registration and sponsor approval process be piloted to the field? What is NYSED's timeline for implementation?

The TEACH system and new registration system is tentatively scheduled to be piloted in early June and is planned to go operational in mid-June. Once the system is operational, registration may begin and NYS school districts that want to become CTLE sponsors may begin the approval process. The new 100 hour CTLE requirement officially begins on July 1, 2016 for holders of professional certificates in the classroom teaching and educational leadership service and Level III teaching assistants.

2. When exactly does the new registration and CTLE requirement begin?

The new registration and CTLE requirement begins on July 1, 2016.

3. Does the Department plan to repeal or rescind the law?

The Department cannot rescind or repeal the law, we can only advocate for its repeal—this would have to ultimately be decided by the Commissioner and the Board of Regents. The Regulations developed by the Department (in consultation with experts and stakeholders in the field) implement the new law and represent areas of consensus among those consulted. In addition, the Department drafted the Regulations with the intention of making the process as user-friendly as possible for those who have to register and apply for sponsor approval, while remaining within the confines of the new law.

4. Who gets the money from the late registration fee?

The fees will go directly to the Office of Teaching Initiatives account in order to fund the staff and work involved in the new registration and CTLE process. In addition, please note that while the Regulations (consistent with the law) allow for a late registration fee, the Department will not be implementing this during the first five-year registration period recognizing that we are in a transition phase of implementation.

5. How will materials be distributed to the field?

Communication materials and guidance to the field will be distributed by NYSED. The first level of communication will be to District Superintendents and Superintendents, and the Department will ask that they distribute the materials to employees in their districts. NYSED will also send out communications to the field based on the TEACH system. In addition, communications as well as this FAQ will be publicly posted on the NYSED website. RCOs are being trained on the new registration and CTLE requirement in order to provide support to certificate holders during the implementation of the new law. Last, to ensure successful implementation of these requirements, please make sure your TEACH account has your current mailing and email information.

6. Have stakeholders such as NYSUT been engaged in the process of understanding how registration and CTLE implementation will take place?

Stakeholders, including NYSUT, UFT, NYSSBA, NYSCOSS, and district superintendents were asked to provide guidance on key components of the draft regulations. The Department specifically sought guidance on the definition of "practicing" for purposes of registration and CTLE, the timing of registration and re-registration, the definition of "resuming practice" for teachers who become inactive,

the sponsor approval process, and whether districts and BOCES should continue to be required to submit professional development plans. The Department plans to continue engagement with stakeholders throughout the implementation process.

7. The new law references a potential moral character review if a certificate holder fails to register—how will this be implemented?

The law states that a willful failure to register, or provide notice within 180 days of such change, may constitute grounds for moral character review. This specific issue of the possibility of action against a teacher's certificate for failure to provide notice of a change of address is pursuant to the statute, Education Law section 3006(3)(d), which was passed by the Legislature and signed into law by the Governor, and states that a "willful failure to register or provide such notice (change of name or address) within 180 days of such change may constitute grounds for moral character review…" The regulations before the Board in June do not address the issue of Part 83 review based on failure of a teacher to provide notice of a change in address, though they do provide that willful failure to register may be grounds for Part 83 review and they also repeat, without change, the language of Education Law section 3006-a(3) relating to Part 83 review when a teacher is denied registration based on failure to complete continuing education requirements.

However, it is important to note that in this particular situation, the law allows for SED discretion. Given the authority provided within the law, it is important to note that the Department recognizes that this is a transition period, and that we have no plans to pursue Part 83 moral character review for anyone who may fail to register or update their name and/or address. In the event that a certificate holder who must register fails to do so, the Department will contact the individual several times to make them aware of their responsibility under the law. In addition, the Department has interpreted a "willful failure to register" to mean a failure to register after being notified of the need to register by the Department at least several times.

Requirements of Individual Certificate Holders

1. Can professional development completed before registration be counted towards the 100 hours required during a five year period, or does the five years begin on the day you register?

CTLE completed from an approved sponsor on or after July 1, 2016, but before the individual's birthday month (at which time the individual must register) will be permissible. However, CTLE hours cannot be carried over from one five year registration period to a subsequent five year period.

2. Will it be possible to register early? For example, if ones' birthday month is in September, may they register in August?

It will be possible to register early through the TEACH system, but we are encouraging people to wait for their birthday month so that the TEACH system is not
overwhelmed. The TEACH system will allow for registration beginning in early June
2016.

3. Is registration automatic when moving from an initial to a professional certification?

Yes, when an individual moves from an initial to professional certification or is issued his/her first professional certification, he/she is registered with the Department automatically.

4. How are the 100 hours tracked in the TEACH account?

The Department will ask that the certificate holder attest to his/her completion of the 100 hours prior to his/her re-registration. He/she will also be responsible to retain a record of the CTLE programs attended and the number of hours completed. Certificate holders will attest that they have completed the 100 hours of required CTLE, must retain records of completed CTLE, and must provide documentation if requested showing that they have complied with the CTLE requirement.

No. An individual with multiple certificates registers only once. Similarly, there is only one 100 hour CTLE requirement per person.

6. As the regulations are drafted, those certificate holders not practicing and/or cease to practice in an applicable school in New York must notify the Department. How will this be communicated to those not practicing?

All certificate holders that have a valid email address on TEACH will be sent information regarding the requirements. The Office of Teaching website includes information regarding the requirements.

7. What adjustments may be made, if any, for those completing the required CTLE hours?

An adjustment to the CTLE requirement prescribed, 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. Individuals will be able to apply for and request an adjustment on TEACH. In addition, a peer review teacher, or a principal acting as an independent trained evaluator, conducting a classroom observation as part of the teacher evaluation system pursuant to Section 3012-d may credit his/her time towards meeting his/her CTLE.
The proposed amendment also provides that the 100 hour CTLE requirement will be deemed to have been met for a holder of a teaching certificate who achieves certification from the National Board for Professional Teaching Standards for the registration period in which such National Board certification is achieved, provided that the candidate meets the CTLE requirements in language acquisition, to the extent required. Last, please note that 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 purposes of this section. For all other approved continuing teacher and leader education courses, one CTLE credit hour shall constitute a minimum of 60 minutes of instruction/education.

8. Will SED now have data about actual experiences that teachers engage in (other than the attestation of hours)? Is this the intent of the statute?

NYS School Districts, NYS IHE's, NYS Teacher Centers, NYS Unions approved as CTLE sponsors will not be required to provide the Department with CTLE activities provided. They will, however, be required to maintain (for eight years) a record of those who attended CTLE they provided. For additional information on this, please see FAQ # 4 under "District, BOCES, and Sponsor Responsibilities."

9. Is the new registration and CTLE requirement duplicating the existing professional development plan procedures? Is this the intent?

No, the new registration and CTLE requirement does not duplicate the existing professional development requirement. Rather, it replaces the former 175 hour requirement.

10. How does the Department plan on getting communications out to those who are not practicing or cease to practice in New York? This is important because those certificate holders not practicing or who cease to practice in NY must notify the Department that he/she is not practicing. What mechanisms does the Department have for communicating with non-practicing certificate holders?

As a first means of communication, the Department will be providing all information related to the new registration and CTLE requirement on the Office of Teaching Initiatives website. In addition, the Department will ask that NYSUT and other stakeholders aid the Department in effective and timely communication to the broadest group of certificate holders possible.

11. If an individual has administrative rights in the TEACH system, it appears that they cannot also have a non-administrative TEACH account (cannot have two accounts with the same SSN). How does the Department plan to address an administrator seeking to register (superintendent, principal, etc.)? Is NYSED even aware of this issue?

An individual can have both an administrative and personal account. The individual will need a separate user ID and password to access the personal TEACH account. If the administrator needs assistance with creating a personal account, he/she should contact the TEACH technical line at (518) 486-6041.

12. Will the webinar address creating a TEACH account as well as the registration process be available?

Yes, such webinar should be available by the second week in June 2016.

13. What happens if a certificate holder is unable to complete his/her required CTLE before the end of the five year registration period?

If a certificate holder does not complete the required CTLE before the end of his/her five year registration period, he/she shall not be registered and shall not practice until he/she is registered. The certificate holder can apply for a conditional registration to allow a candidate up to one year to complete the remaining CTLE hours and remain eligible to practice in a New York State public school or BOCES. When the CTLE has been completed, the CTLE certificate holder will be deemed registered for the remaining registration period. As per the statute, if the CTLE certificate holder continues to practice without his/her registration, he/she may be subject to moral character review pursuant to Part 83 of the Commissioner's Regulations. Also, please note that the proposed amendment requires that, if a CTLE certificate holder were to become inactive (no longer practicing) for a period of time during his/her five year registration

period and then return to practice during that same five year period, he/she will be required to register with the Department prior to resuming practice. If the certificate holder was in the middle of a registration period when he/she became inactive and was no longer practicing, he/she must complete a minimum of 20 hours of CTLE for every year that he/she was practicing in an applicable school during that five year registration period.

District, BOCES, and Sponsor Responsibilities

1. Must individual employees and consultants who are providing professional development/CTLE be identified in the professional development plan?

Individual employees who are providing professional development/CTLE activities do not need to be identified in the plan since they are already identified as employees of the district or BOCES; however, independent consultants (name and name of the company) must be included in the plan. As stated in the new law, "programs must be taken from sponsors approved by the department…" Thus, if consultants (even if previously approved and vetted by the district or BOCES) are not incorporated into the professional development plan to be approved by the Department, the Department would not be fulfilling its obligation under the new law.

2. If a change is made to a plan mid-year, must the plan be amended immediately?

Districts and BOCES may update their professional development plans once every six months (if changes are made mid-year to the plan) in order to avoid having to continuously make multiple amendments to the plan throughout the year. Please note, if no changes are made throughout the year to the professional development plan, there is no need to amend or re-submit the plan. Also, very minor adjustments may be made to the CTLE offerings.

3. What if our BOCES has already vetted a consultant—why must we do this again?

The Department does not ask that districts or BOCES go through the process of approving or vetting a consultant for a second time; the consultant simply must be included or added to the professional development plan that is submitted to the Department.

4. What is the responsibility of districts and BOCES to report CTLE hours completed by their employees?

The responsibility of districts or BOCES to report completed CTLE activities relates to their status as a sponsor. As an approved sponsor, sponsors will be expected to maintain a record of those who attended the CTLE activities they 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. This information shall be kept by sponsors for a total of eight years after the CTLE is provided. In addition, the Department is currently working with districts, BOCES, and My Learning Plan to potentially use My Learning Plan (which many districts and BOCES already use for professional development purposes) as a means of providing certificates of completion.

5. How will professional development be tailored to meet the needs of those who work with students with disabilities and/or alternative curriculum?

There is nothing in the new law that limits the type of CTLE that a teacher/leader/Teaching Assistant Level III may choose as long as it is consistent with the new law, which states that acceptable CTLE "shall mean 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 be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner."

There is also nothing preventing the districts and BOCES from providing additional CTLE, or preventing certificate holders from completing additional hours of CTLE beyond the 100 hours required during the five year period. So long as CTLE is included in a district or BOCES professional development plan and approved by the Department, there is nothing preventing districts and BOCES from providing CTLE that targets teachers of students with disabilities and/or other specific populations of students. In addition, please note that the Regulations do require a minimum of 15% of the required CTLE clock hours to be dedicated to language acquisition addressing the needs of English language learners, or 50% for those holding professional certification in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension. This remains consistent with the former professional development requirements under Part 154 of the Commissioner's Regulations.

6. Does the Department have a plan for data uploads from various professional development tracking systems that are currently used by districts and BOCES? Are there issues related to data uploads that have not yet been resolved by the Department?

Sponsors providing CTLE activities will be required to maintain a record of those who attended CTLE activities they provide. All approved sponsors will also 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.

7. Has the Department planned training for regional certification office staff (more commonly known as the BOCES certification specialists)?

RCOs have been informed of the regulations. The Department is currently in the process of training RCOs to be able to play a proactive role in the implementation of the new registration and CTLE requirements. The Department will be providing webinars and asking for feedback from the RCOs in order to improve the transmittal of information in a smooth and timely manner.

8. Will teacher centers be approved providers?

Teacher centers may become approved providers of CTLE, and are specifically included in the regulations. Teacher centers, along with IHEs, professional organizations, and unions will be required to submit an attestation that the CTLE activities they provide will meet the rigorous CTLE requirements in the regulations.

9. If approved providers of CTLE are required to provide a certificate to those attending CTLE activities to maintain and verify their hours, how will this requirement be communicated to the field?

In order to be approved by the Department, sponsors must follow the applicable approval process, which includes an attestation. This attestation states the requirement that sponsors must be able to provide those attending the CTLE activities and programs they provide with a certificate of completion.

10. What is the difference between "approved CTLE experiences" for NYSED (via district and BOCES plans, or other sponsors) and "approved activities" that align (or do not align) with individual district plans? If there are fundamental differences, how does the Department plan to clarify this?

Further guidance from the Department on this distinction will be forthcoming.

11. Currently, the Regulations state that districts and BOCES must have professional development plans submitted on or before September 1 of each year. How does this change, if at all, with the new registration and CTLE requirement?

The new registration and CTLE requirement begins on July 1, 2016. In order to incorporate the professional development timeframe for submission into the new law, the Department will allow districts and BOCES with professional development plans approved for the 2015-2016 school year to submit their plans beginning July 1, 2016. This will involve uploading their current professional development plan and attesting that the current plan is in alignment with the professional development standards and the statute. This will allow districts and BOCES to become approved sponsors in a timely manner. In addition, those approved sponsors may also make revisions to their professional development plans on or before September 1, 2016 to prepare for the 2016-2017 school year. Please note, in addition, districts and BOCES may update their professional development plans once every 6 months (if changes are made mid-year to the plan) in order to avoid having to continuously make multiple amendments to the plan throughout the year.

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

List of Continuing Teacher and Leader Education Providers

Council of Administrators and Supervisors (CAS)
Eastern Suffolk BOCES
Ed Camp Long Island
Foreign Language Association of Chairpersons and Supervisors (FLACS)
Law, Youth and Citizenship Program of the New York State Bar Association
Long Island Family & Consumer Science Professionals
Long Island Language Teachers.
Long Island Network of Teacher Centers (LINC)
Long Island Regional Special Education Assistance Support Center (RSE-TASC)
Long Island STEM Educational Leadership Association (LISTEMELA)
Mid East Suffolk Teacher Center (MESTRACT)
Nassau Association of Music Administrators, Inc. DBA Nassau NYSCAME
Nassau County Mathematics Teachers Association (NCMTA)
National Board Council of New York (NBCNY)
Nassau BOCES
New York State Art Teachers Association
New York State Association for Health, Physical Education, Recreation and Dance, Inc.
New York State Association of Family and Consumer Science Educators
New York State Council of Educational Associations
New York State English Council
New York State Reading Association
New York State Technology & Engineering Association
New York State Theatre Education Association (NYSTEA)
New York State United Teachers Education & Learning Trust (NYSUT ELT)
New York State Association of Foreign Language Teachers (NYSAFLT)
NYSCAME – Suffolk (NYS Council of Administrators of Music Education/Suffolk County Chapter)
NYSCATE: New York State Association for Computers and Technology in Education
Reading Specialist Council of Suffolk
Regional Bilingual Education-Resource Network West
School Administrators Association of New York State
Science Teachers Association of New York State (STANYS)
SCLA: Suffolk County Art Leaders Association
SCOPE
Suicide Prevention Coalition of Long Island (SPCLI)
Suffolk County Music Educators' Association
Suffolk Section of Science Teacher Association of New York State (STANYS)
Suffolk's Edge Teacher Center
Tequipment
The New York Center for Teacher Development
The UFT Teacher Center
Western New York Teacher Center
Western Regional Special Education Technical Assistance Support Center (WRSETASC)
Western Suffolk BOCES
West Islip Union Free School District

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