

LEVITTOWN PUBLIC SCHOOLS

Levittown Memorial Education Center
Abbey Lane
Levittown, New York 11756



Professional Development Plan 2019 – 2021

Dr. Tonie McDonald, Superintendent of Schools

Board of Education

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**PROFESSIONAL DEVELOPMENT PLAN
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PROFESSIONAL DEVELOPMENT COMMITTEE

Administrators

Mr. Todd Winch, Assistant Superintendent for Instruction
Ms. Debbie Rifkin, Assistant Superintendent for Human Resources
Dr. Margaret Ippolito, Chairperson of Special Education, Wisdom Lane
Jared Vanderbeck, Principal, Gardiners Avenue Elementary School

LUT Members

John Caulfield, President
Gale Glicksman
John Lipani
Kim McGrath
Laurette Nally
Kerry Schaefer
Nancy Racanelli
Nara Denson, Director of the Levittown Teachers' Center

Parent Member

Tina Bodkin, PTA Council Representative

I. INTRODUCTION

The Levittown Professional Development Committee has prepared this professional development plan in accordance with current regulations of the New York State Commissioner of Education. The specific components of the regulations are as follows:

- By September 1, 2000, and annually thereafter, districts shall adopt a Professional Development Plan (PDP), the purpose of which 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.
- Each year, each school district shall describe in its plan how it will provide teachers in its employ holding a professional certificate (transitional or initial professional certificates) and teaching assistants with Level III license with opportunities to maintain such certificate in good standing based upon successfully completing 100 hours of professional development every five years.
- The team shall include the superintendent or his/her designee; school administrators designated by their collective bargaining association; teachers designated by their collective bargaining association and who should comprise a majority of the seats; at least one parent designated by the established parent group; one or more curriculum specialists; and at least one representative of a higher education institute, provided that the board of education or BOCES determines that a qualified candidate is available to serve after conducting a reasonable search.
- The final determination on the content of the PDP shall be the decision of the Board of Education.
- Each year, the Superintendent shall certify to the Commissioner that the requirements of this regulation have been met and that the District has complied with the PDP applicable to the current school year.
- In order to provide high quality professional development to meet the needs of our teachers, the Professional Development Plan of the Levittown School District is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

The Levittown plan evidences the belief that the teacher is the most important influence in a student's learning experience. Just as differentiation of instruction is important to meet student learning needs, differentiated professional development should be provided to meet teacher learning needs. The plan categorizes and summarizes professional development opportunities available to the faculty and subscribes to “substantial” professional development that is robust, relevant, results-oriented, and sustainable. The plan acknowledges the need to coordinate the District’s professional development activities with the New York State (NYS) Learning Standards, the NYS Common Core

Learning Standards (2011), the NYS Professional Development Standards (2009), Chapter 56 of the Laws of 2015, the National Staff Development Council Standards (2001), the NYS Teaching Standards (2011) the Interstate School Leaders Licensure Consortium (ISLLC) Standards (2008) and the district's approved teacher practice rubric. In addition, the committee recommends that professional development initiatives are aligned with students' needs from multiple sources of student achievement data, including results of local formative and summative assessments, research-based instructional strategies, and recognized best-practices.

II. NYS STANDARDS FOR HIGH QUALITY PROFESSIONAL DEVELOPMENT

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.

III. NEEDS ANALYSIS AND GOALS

The Levittown Board of Education has demonstrated its commitment to continuous improvement of the educational program through its support of ongoing professional development. Staff development in the Levittown School District is designed to provide all of its educational professionals with the resources and training necessary to address the learning needs of its students. Multiple opportunities for the ongoing improvement of teaching and learning are offered to the professional staff. The Board of Education has directed the school district administration to link those professional development activities with the goal of improving all levels of student academic achievement in multiple dimensions. The Levittown School District accepts the perspective of the NYS Board of Regents in that it asserts that staff development succeeds when it (1) improves the skills of teachers; (2) focuses on standards and student achievement; (3) links professional development to the attainment of instructional goals; and (4) connects staff development to short- and long-range District and school goals for continuous growth.

Needs analysis is conducted on an ongoing basis. Data are gathered from student achievement results on local formative and summative assessments including performance-based assessments, and on standardized tests. In addition, the professional staff makes recommendations for professional learning in current research-based and best-practice models. Periodic surveys of faculty are conducted to provide feedback, to ascertain individual learning needs, and to design differentiated strategies and activities.

IV. PROFESSIONAL GROWTH ACTIVITIES

Continuing Teacher and Leader Education (CTLE) activities must be offered in appropriate subject areas, as defined in law and regulation Subpart 80-6 of the Regulations of the Commissioner of Education for Professional and Level III teaching assistant certificate holders, which:

- will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, developmentally appropriate instructional strategies and assesses student progress;
- is research-based and provides educators with opportunities to analyze, apply, and engage in research;
- includes the necessary opportunities for professionals to obtain CTLE to meet the English language learner provisions, which is 50 hours for teachers of ENL or 15 hours for all other educators;
- is designed to ensure that educators:
 - (1) have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
 - (2) have the knowledge and skill to meet the diverse needs of all students;
 - (3) have the knowledge and skill to create safe, secure, supportive, and

equitable learning environments for all students;
(4) have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;

- 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;
- promotes technological literacy and facilitates the effective use of all appropriate technology; and
- evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Activities that may count for CTLE credit must be:

- offered by a SED-approved sponsor;
- formal courses of learning including, but not limited to, university and college credit and non-credit courses;
- professional development programs and technical activities offered by national, state and local professional associations and other organizations acceptable and approved by SED ; and
- professional development opportunities provided by the Levittown School District, Levittown Teacher Center or BOCES.

**V. PROFESSIONAL DEVELOPMENT OPPORTUNITIES
PROVIDED BY THE LEVITTOWN SCHOOL DISTRICT**

The following list reflects the professional development activities that are available for CTLE hours in the Levittown School District:

1. Workshops provided through the Levittown Teacher Center and BOCES.
2. District approved workshops/conferences provided by state-approved sponsors.
3. College courses through accredited universities.
4. In-District professional development provided through district-approved consultants and district employees.
5. Elementary Professional Development meetings
6. Faculty meetings, department meetings, and grade level meetings in which the purpose of the meeting is for professional development. See the definition in Section IV of this document for further information.
7. National Board Certification
8. Receiving mentoring

With the exception of #7 and #8, these opportunities will appear in MyLearningPlan as formal activities. For teachers or teaching assistants who participate in National Board

Certification or are receiving mentoring, these hours must be logged in MyLearningPlan using the “NYS PD Hours Request” form.

Professional development outside of those outlined above will require prior authorization from the Department of Instruction and/or the Department of Personnel.

VI. EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Evaluation of professional development activities takes a variety of forms.

- District-sponsored professional development is evaluated by participants upon completion of the activity allowing for both objective and open-ended comments. Feedback is used to inform follow-up activities and to improve the process of professional learning.
- Building principals and/or directors/chairpersons review summaries of staff learning at conferences, workshops, and trainings. Participants share their learning with colleagues.
- Recommendations for continued learning, curriculum work, and turnkey training are evaluated by the Building Professional Development Team.
- Building principals report annually to the Curriculum Office on the effectiveness of the building's professional development activities.
- The District Professional Development Team assesses the impact of the District Professional Plan.

VII. PROFESSIONAL DEVELOPMENT HOURS FOR CERTIFICATION & LICENSE REGISTRATION

The following paragraphs delineate the requirements for license registration and CTLE hours. Please note that holders of permanent licenses are currently not required to submit CTLE hours, but are required to register their license as noted below.

1. All administrators, teachers, and teaching assistants (Level III) are required to register their license with the New York State Department of Education (NYSED) through the TEACH system once every 5 years.

2. **Teachers and Administrators holding a Professional License:**

After July 1, 2016, a teacher or administrator in the District's employ holding the NYSED *professional certificate* is required to maintain such certificate in good standing based upon successfully completing 100 hours of professional development, consistent with the District's Professional Development Plan, every five years. The certificate holder is responsible for entering the professional development hours for approval on My Learning Plan and for monitoring his/her completed hours.

3. **Teaching Assistant Level III certificate holders:**

The above category teaching assistants must complete 100 hours of professional development every five years to maintain the validity of their certificates. They may avail themselves of the professional development opportunities above as they relate to their assignments.

VIII. RESPONSIBILITY AND PROCEDURES FOR TRACKING PROFESSIONAL DEVELOPMENT HOURS

The Office of Personnel will inform holders of the professional certificate that they must complete 100 hours of professional development every five years to maintain their certification. The responsibility for logging these hours through My Learning Plan, obtaining proof of attendance for courses, conferences and workshops attended and reporting professional development activity rests with the individual teacher. The District will retain the following information for each professional certificate holder:

- The name of the professional certificate holder
- His or her teacher certification identification number
- The title of the staff development program
- The number of hours completed
- The date and the location of the program

The District will retain these records for a minimum of eight (8) years from the date of completion of the professional development by the professional certificate holder.

Most professional development opportunities will be designated as “activities” in MyLearningPlan. Teachers and teaching assistants will need to register for these opportunities as they would for an out-of-district workshop or course. This includes faculty meetings, department meetings, and grade level meetings where professional development is the focus (as defined in Section IV of this plan). The facilitators will create activities in MyLearningPlan when the purpose of these meetings is for professional development.

In some instances, professional development activities will require the use of a separate log form in MyLearningPlan. This form should be used when logging professional development in the following areas only:

- National Board Certification
- Receiving Mentoring

IX. REVIEW

This plan will be reviewed annually by the Levittown Professional Development Committee.

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PROFESSIONAL DEVELOPMENT PLAN

Appendix A:

Professional Development
Needs Assessment

Levittown School District Needs Assessment Questions

(These questions will be used to help determine professional development needs and are delivered through an online survey system)

1. What is your current position in the district?
2. Do you require professional development in any of the following areas?
 - enVision Math
 - Journeys
 - MyLearningPlan
 - DASA
 - SmartBoards
 - IEP Direct
 - APPR
 - Technology use in the classroom
 - NWEA
 - AIMSweb
 - Student Response Systems
 - Survey Monkey
 - 1:1 Devices
 - Remind
3. Please choose at least one academic content area in which targeted professional learning would enhance your capacity as a teacher or teaching assistant
 - ELA
 - Art
 - CTE
 - ENL/Language Acquisition
 - Foreign Language
 - Math
 - Music
 - Reading
 - RtI
 - Science
 - Social Studies
 - Special Education Strategies
 - STEM/STEAM
4. Which three areas of professional development would most enhance your skills as a teacher or teaching assistant and improve student learning in your school?
 - Assessing student achievement
 - Classroom management
 - Co-teaching and inclusion
 - Differentiated instructional strategies
 - Interpreting and using data

- Multiple intelligences and learning styles
- Lesson planning
- Parental and community involvement
- Pyramid of Intervention (RtI)
- Social/Emotional Learning and Literacy (SEL)
- Standards based classroom instruction (Common Core)
- Student modifications and accommodations
- Technology
- IEP writing
- Using the Danielson rubric
- Literacy strategies

5. What types of activities best fit your schedule?

- 2 hour after school workshops
- Before school workshops
- Time during the school day
- Online courses

6. Please add any other comments related to your professional development needs:

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Appendix B:
Mentoring Plan

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New Teacher Mentor/Intern Plan

Effective July 1, 2013

Introduction:

Mentoring of new teachers is an important part of the overall preparation and professional development of beginning practitioners. It is part of the new teacher's continuum of experiences building on pre-service coursework and accomplishments, and anticipating continued development over the course of the teacher's career. The components of the mentor plan provide the highest quality, personalized support in welcoming new teachers to the Levittown Public Schools and to the profession. The Levittown School's Mentor/Intern Plan significantly impacts a beginning teacher's skill development and self-confidence.

Desired Goals and Outcomes:

Teacher retention and teacher recruitment are important goals of the Levittown New Teacher Mentor/Intern Plan but the most important goal is increased teacher skillfulness that will positively impact student achievement.

Specific Mentor Responsibilities:

- Maintaining confidentiality
- Sharing knowledge, skills, and information with the new teacher
- Meeting approximately once a week for a total of 30 hours for the school year. This includes a mandatory 2-hour session prior to the opening of school.
- Visiting new teacher's classroom during teaching periods a minimum of five times/year for the purpose of coaching and providing feedback and support
- Meeting with the coordinator periodically throughout the year to provide feedback and support
- Participating in training
- Modeling collegiality
- Opening their classroom to the new teacher to model effective teaching techniques
- Arranging visits for the new teacher to observe other colleagues in the department or grade level
- Offering non-judgmental listening
- Facilitating growth and development of the new teacher

Criteria for Mentor Selection:

- Member of LUT
- A minimum of five years of teaching experience in Levittown
- Availability to meet with intern at least 2 hours prior to the opening of school
- Completion of NYSUT mentor training

- Familiarity with the district and school community
- Excellent interpersonal skills and ability to work collegially
- Demonstrated development in the profession
- Willingness to fulfill all roles and responsibilities as described in the Mentor Plan
- Demonstrated good communication skills and a commitment to confidentiality

Program Coordination:

The LUT Mentor/Intern Plan will be overseen and directed by the coordinator in consultation with the mentor panel and the LUT leadership. The coordinator will be responsible for generating an annual timeline. The coordinator will meet periodically with the panel to assist and advise as the program is implemented.

Mentor Application Process:

Tenured teachers who wish to mentor a new teacher should submit a mentor application. These can be picked up in the LUT office or from a building rep. The application includes a basic information form, a statement as to why he/she is interested in mentoring and two references from LUT colleagues. The application should be submitted by May 1st for the following school year.

All applications will be reviewed by the mentor panel, with a majority of its members chosen by the LUT. An interview may be requested. Teachers who have been selected to be members of the mentor pool will be notified in August.

Teachers from the mentor pool will be matched by the coordinator with new teachers who are eligible for mentoring. It is a NYS requirement that whenever possible mentors have the same certification as the new teacher they mentor. Other considerations, such as grade level and building placement, will also be important selection criteria.

Teachers who have been selected for the mentor pool who have not been matched with a new teacher will remain in the pool for three years. After that time, they will have to re-apply to be mentors.

Role of the Principal:

The relationship with the school administrator is a key relationship in the newcomer’s professional life. The initial relationship of a beginning teacher with his or her principal greatly impacts the decision to remain in teaching. In teacher mentoring programs, building principals participate in intern selection, support mentoring as integral to the school’s professional development plan, and assist with scheduling for mentor program activities.

Mentor Pool:

The mentor pool is made up of those teachers chosen by the mentor panel and who have, by virtue of their qualifications, performance and interest, been designated as eligible for

appointment as a mentor teacher. Appointments to the mentor pool indicate that a teacher is qualified to serve as a mentor and is willing to do so if the coordinator determines there is an appropriate match with a new teacher.

Mentor Panel:

The mentor panel will act as a steering committee for the implementation of the Mentor Plan. A majority of panel members will be appointed by the LUT on an annual basis. Other members may be appointed by the Levittown School District. Members can be mentors while serving. Panel members are paid at the hourly rate according to the LUT contract.

Length of Service:

The mentor/intern relation will be for one school year.

New Teachers Receiving Mentors:

Holders of the Initial and Conditional Initial certificate must receive mentoring in their first year of teaching or school leadership in a public school district. Certificate holders who have had at least two years of teaching prior to receiving the Initial certificate are exempt from this requirement.

Mentor Preparation and Development:

Training for mentors will be required. The required training will consist of the NYSUT training class offered at the Levittown Teachers Center. Once the mentor has been assigned to an intern, the Levittown School District will pay the cost of the NYSUT class. However, if the mentor wishes to obtain one in-service credit; the mentor is responsible for \$40.00 of the total cost.

Compensation:

Compensation for mentors will be based on 30 hours for the school year, according to the LUT contract for a total of \$1,500 per mentor. The coordinator of the Mentor Intern program will receive compensation on a sliding scale as follows:

1 – 13	\$2,000
14 – 25	\$3,000
25+	\$4,000

Mentor/Intern Adjustments:

Occasionally, despite the best efforts of everyone involved, the mentor/intern relationship may not meet the needs of the new teacher. Either the mentor or the new teacher may speak to the coordinator. The coordinator will meet with the mentor and/or intern to try to

resolve the issue. If no satisfactory resolution can be found, a new mentor will be assigned to the new teacher. In cases of adjustment, the mentor stipend will be prorated.

The mentor and new teacher will complete *Reflection Sheets* by December 15th and evaluations by June 1st. These will be used to assess the effectiveness of the program. Mentors and new teachers will also be asked to give input on how the program could be improved, what parts of the program are helpful and which parts are not helpful.

Improvements may be identified in the Mentor/Intern Plan each year as indicated by the evaluative feedback from current teachers, former new teachers, mentors, and members of Levittown's Mentor/Intern Program support teams.

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Appendix C:

District Consultants

<i>Approved District Consultants</i>		
<i>Consultant Name</i>	<i>Grades/Subjects</i>	<i>School Year</i>
Amy Benjamin	Grammar Secondary	2019-2020
Bill Bouchard	All Grades/StaffTrac	2019-2020
College Board	Advanced Placement Courses	2019-2020
Darshna Katwall	LI Writing Project	2019-2020
Diana Kolhoff	Math	2019-2020
Dr. Carl Jago	Teaching for Transfer	2019-2020
Dr. Ernest Morrell	My Perspective Pilot	2019-2020
Educational Tours	HS/ World Language	2019-2020
Emily Kang	Science/Elementary & MS	2019-2020
Flip Flippen/Flippen Group	All Grades	2019-2020
HMH	Journeys Training (K-5)	2019-2020
i-Ready	Math & ELA (K-6)	2019-2020
Judy Dodge	All Grades	2019-2020
Matt Baruch	Math/Secondary	2019-2020
Mindy Libassi	Math/Secondary	2019-2020
Patricia Gremillion-Burdge	HS/Wellness	2019-2020
Pearson	EnVision Training (K-6)	2019-2020
Project Lead the Way	Grades 6-12	2019-2020
Shirley Hall	All Grades/Danielson Group	2019-2020

