



SACHEM CENTRAL SCHOOL DISTRICT
We Are Sachem

***Sachem Central School
District***

***Professional Development
(PD) Plan 2023-2026***

SACHEM CENTRAL SCHOOL DISTRICT 2023-2026 PROFESSIONAL LEARNING PLAN

District Name: Sachem Central School District
BEDS Code: 58020506000
Superintendent: Dr. Christopher Pellettieri
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Number of Schools in District: 15
Years Plan is Effective: 2023-2026

District Professional Development Team for 2023-2024

Administrators:	Teaching Professionals:
Georgia Afxendiou - Assistant Principal John Cariddi - Assistant Principal Beth Caruna - Assistant Director Special Education Kristin Capel Eden - Assistant Superintendent for Personnel Thomas Desmond - Principal, Wenonah Elementary School Cathy Dulovic - Principal Erin Hynes - Assistant Superintendent for Curriculum & Instruction Kevin Miller - Admin Guidance and CC Counseling Danielle Moran - Dir. Instructional Support & Assessment - STEAM Erik Neithardt- Asst Director Special Ed Marie O'Doherty - Dir. Instr. Support & Assessment- Humanities Matt Perlongo-- Assistant Principal Jack Renda - Director of Instructional Technology Gemma Salvia - Principal, Seneca Middle School & SAA President Heather Schook - Asst Director Special Ed Heather Stumpf - Assistant Principal Kevin Tougher - Principal Joseph Watson - Principal Denise Kleinman - Principal	Chris Brink - Secondary Teacher & Chair Scott Kennedy - Secondary Teacher & Chair Aristea Lucas - ENL Teacher Secondary Chairperson Tracey Melandro -Secondary Teacher and Chair Laurie Mulhern - Lead Speech Therapist Jennifer Schroeder - Secondary Teacher and Chair Jon Weston - Secondary Teacher Greg Wrightson - Secondary Teacher and Chair

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INTRODUCTION

The work described in this document was undertaken by the District's Professional Development Committee, which is part of Sachem's Curriculum Council. The Committee and the Council are composed of district teaching staff, administrators, students, parents, and community members. The Committee reviewed the requirements of the Commissioner's Regulations, the existing Sachem CSD Professional Development Plan (PDP), and the current needs of the teaching staff, in order to revise the plan so that it is responsive to student and teacher needs.

This document presents the mechanism by which professional review and professional development will move forward in this district. The committee believes that quality results will be attained not only by means of the document, but also by the quality of thinking, cooperative dialogue, and collaboration that takes place within this structure.

New York State regulations require school districts to adopt a professional development plan that focuses on the improvement of the quality of teaching and learning through participation in professional development. The plan shall include a needs analysis, goals, objectives, strategies, activities, and means of evaluation.

Board of Education Goals:

Goal #1 - Provide Safe and Secure Schools

Goal #2 - Enhance Student Achievement, Quality of Instruction and Leadership Skills

Goal #3 - Improve Parent, Community and Staff Communication

Goal #4 - Improve Fiscal Responsibility and Accountability throughout the District

Goal #5 - Committed to Providing the Staff with the Necessary Tools and Support to Provide the Students with the Highest Quality Education

Goal #6 - We Are Sachem

Needs Assessment:

Our Professional Development Committee uses a number of tools to inform our development of the Professional Development Plan. The following are sources of information used during our needs assessment to identify priority items, as well as short term and long term needs, as they align to district goals:

- Staff surveys (curriculum, technology, staff developers, pedagogy)
- Collaborative meetings with the SCTA (Sachem Teachers Association) and SAA (Sachem Administration Association)

- District Committees (Curriculum Council, Diversity Council, Five Year Plan, Portrait of a Graduation, Safety Committee)
- School Report Card
- BEDS data
- Graduation Rates
- District Data Meetings
- Building & Department Goals (as determined by building and department leadership)
- Teacher Center Annual Needs Assessment Survey Results
- In-Service workshop evaluation
- New York State Professional Development Standards
- ILT (Instructional Leadership Team)
- BOCES Professional Committees (LIBERN, D.E.I., Curriculum Council, Collegial Circles, etc.)

GOALS FOR PROFESSIONAL DEVELOPMENT:

To provide administrators, teachers, teaching assistants, and all other district professionals with...

- ❖ substantial professional development opportunities in order to develop their capacity to meet district, building, department, and individual goals that are consistent with improving student achievement, through the use of data and differentiation when applicable.
- ❖ the ability to develop the skills, knowledge, and strategies to enable all students in the Sachem CSD to meet or exceed the NYS Next Generation Learning Standards.
- ❖ multiple opportunities to grow professionally, being mindful of adult learners*
- ❖ opportunities to reflect on curriculum and instruction to ensure that all students in Sachem are provided equitable opportunities for success.

ADULT LEARNING PRINCIPLES:

With the Adult Learning Theory in mind, the PD Committee was mindful of the following:

- ❖ Ensuring opportunities for teacher self-directed learning based on needs and interests
- ❖ Building on teacher experiences and allowing for differentiation
- ❖ Shared responsibilities for learning
- ❖ PD that is problem-focused and can be applied in real-time
- ❖ Intrinsically motivating with voice and choice, when possible

SPECIFIC AREAS OF FOCUS FOR THE PD PLAN:

- ❖ Providing equitable learning opportunities for all students
- ❖ Preparing students for life, college and career
- ❖ Using technology as a teaching tool (SAMR Model)

- ❖ Social and Emotional Learning with Self-Care Strategies
- ❖ Differentiation of Instruction for all Learners
- ❖ Next Generation Learning Standards for Math and ELA
- ❖ Culturally Responsive Teaching & Learning
- ❖ NYS P-12 Science Learning Standards (adopted from NGSS)
- ❖ Seal of Civic Readiness
- ❖ Project Based Learning

SACHEM TEACHER PROFESSIONAL DEVELOPMENT REQUIREMENTS:

The average number of hours a teacher will be involved in professional learning on an annual basis is 40 hours (100 hours of Professional Learning every five years as prescribed in Part 80 of the Commissioner's Regulations). This will be fulfilled by their attendance during the mandated professional learning sessions built into their contractual school year:

All workshops will be reviewed and approved by the Assistant Superintendent for Curriculum and Instruction. Only activities that are in the content area of the educator's certification, in pedagogy, or in language acquisition for English Language Learners will be considered for approval.

Workshops may occur during the following meetings:

Professional Learning Type	In Person/Virtual or Both	Approx. CTLE Hours
Superintendent's Conference Day/s	In Person	18 hours
Contractual PD period	In Person	1 Time Per Month
Afterschool PD Contractual Time ~elementary	Both	10 Hours Tenured 16 Untenured
Afterschool PD contractual Time ~secondary	Both	
Afterschool - Department Meetings	In-Person	1 per month
Afterschool - Faculty Meetings	In-Person	1 per month excluding September and December
Summer Professional Learning Sessions	Both	Optional up to 2 hours virtual

HOW WE MEET THE NYS PROFESSIONAL LEARNING STANDARDS:

The Sachem Central School District follows the New York State Professional Learning Standards, based on fundamental knowledge about contextual factors from converging research about effective professional learning and its ultimate impact on student learning.

Attributes of effective professional learning include the following:

- **Effective professional learning 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 learning 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 learning 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 Learning Plan, 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 learning.
- **Professional learning 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 learning is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning.** Collaborative leadership for professional learning 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 learning is most effective when it is job-embedded, directly relevant to classroom practice, provided over time, and when it provides the opportunity for the practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.**
- **Professional learning 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 ensure

the full impact of professional learning. 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.

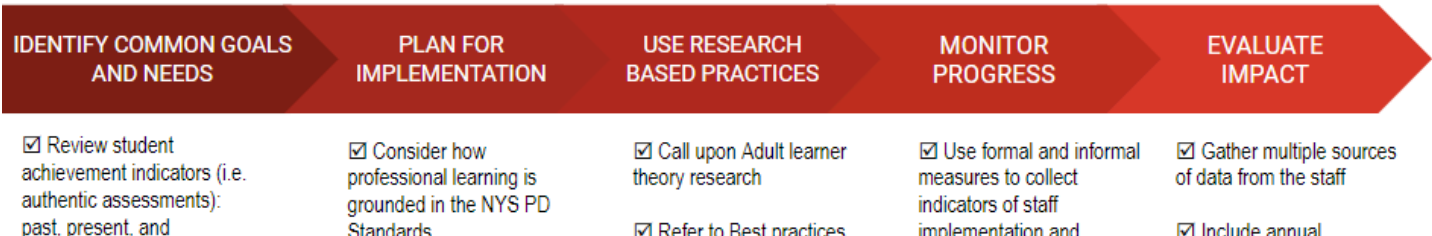
Ten Standards for High Quality Professional Development:

- 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.

Source: NYS Education Department

OUR CYCLICAL PROFESSIONAL LEARNING PROCESS

The goal of professional learning in the field of education is to help students achieve at their highest potential. While educators can, should, and do continually improve their skills through self- improvement efforts, systematic change requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing learning opportunities for staff, aligned with the major district/building goals.



HOW SACHEM MEETS THE NYS PROFESSIONAL LEARNING STANDARDS:

To meet the standards, Sachem believes strongly in stakeholder input and engagement from teachers, parents, community members. Through multiple Committees (Curriculum Council, Diversity Committee, Portrait of a Graduate, Five Year Plan, Safety Committee) ideas and information is regularly shared with various stakeholder groups and feedback is elicited.

Additionally, we conduct department meetings, chairpeople meetings, data meetings on a trimester or quarterly basis to review student learning and progress, discuss needs and analyze next steps for progress.

Bi-annually, the district leadership meets with members of the Sachem Teachers Association (SCTA) to review the calendar, discuss initiatives and share feedback.

Structurally, the district professional learning is overseen by the Assistant Superintendent of Curriculum and Instruction and the Assistant Superintendent of Personnel. In addition, Professional Learning is supported by:

- Principals
- Executive Directors
- Directors
- Assistant Directors
- Assistant Principals who are assigned to content areas or districting initiatives,
- Department Chairpeople.
- Humanities Principals Aides and STEAM Principals Aides were added at the elementary levels to also support professional learning efforts.

All teachers and administrators are members of professional learning communities (PLCs) that meet multiple times each month to pursue district/building/department/district goals.

CTLE HOURS FOR PROFESSIONAL LEARNING:

Teachers and administrators are provided with many professional learning opportunities. CTLE activities are designed to improve the teacher or leader’s pedagogical and/or leadership skills and are targeted at improving student performance.

Any activity that teachers are engaged in must seek the approval of the Assistant Superintendent for Curriculum and Instruction to obtain formal approval of clocked CTLE hours. Activities will receive approval if the activity promotes the professionalization of teaching and educational leadership, as applicable, and is closely aligned with district goals for student performance.

Acceptable CTLE includes activities:

District Committee Participation	Course work: Graduate, In-Service, Virtual Trainings and workshops
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Professional Learning Committees	Collegial Circles
Technology Training with Model Schools Staff Developers	Curriculum Writing
Conferences/Workshops: in-district, Out-of-District	Teacher Orientations
Books clubs and Study Groups	Building and Classroom Visits - in-district and outside
Observations: Pre/Post Conferences	Department and Grade Level Collaboration

PROVIDERS FOR THE SACHEM CENTRAL SCHOOL DISTRICT, include but are not limited to:

- District Employees
- Literacy Matters Literacy Staff Developers
- BOCES (Eastern Suffolk, Western, Nassau, Putnam)
- Tristate Consortium
- Melissa Veltre, BOCES Data Analyst
- FUNdations and Wilson (Gina Conrad)
- BOCES Conference Days, held at BOCES locations for all content areas
- Staff Developers Discovery Education – Staff Developers
- Emily Kang, Science Consultant
- No Red Ink/NWEA/Hearbuilder/No Red Ink
- Kristina Seeley, Literacy Consultant and Professional Developer - Literacy Success
- Sarah Cordova & Team - Literacy Matters
- Learning A-Z
- BOCES Technology Staff Developers

MENTORING PROGRAM:

Our Mission Statement:

The Sachem Family (students, parents, employees and residents) works interdependently to develop leaders of great character who are highly competent, confident and caring. Most importantly we are motivating our students to become the best possible version of themselves. WE ARE SACHEM!

The Sachem Central School District recognizes that a mentoring program is an essential part of the overall preparation and professional development of beginning teachers. One of the wisest investments a school district can make is in the training, grooming, culturing and support of its new teachers. Well-trained mentors help to ensure a smooth transition for new teachers. Experienced teachers develop new skills and insights through mentoring. New teachers experience more productive and satisfying first years and also gain new skills and insights into the profession. Additionally, the experience assists them in becoming part of the school community. Ultimately, this commitment to professional growth translates to greater success for all of our students. Satisfaction of a mentored experience is one of the requirements individuals

(holding initial certification) must meet in order to qualify for a professional certificate. The formal mentoring program provides a mentor for all first year teachers and building who possess an initial certificate.

Board of Education Goal #5:

Committed to Providing the Staff with the Necessary Tools and Support to Provide the Students with the Highest Quality Education

Mentoring Goals

- ❖ To support beginning teachers as they enter the profession or the school district by assisting them in their induction to the school climate and culture.
- ❖ To increase the beginning teacher's instructional effectiveness.
- ❖ To provide interpersonal and professional support that encourages beginning teachers to become reflective practitioners.
- ❖ To foster a sense of collegiality and openness that heightens morale and improves instruction.
- ❖ To increase retention of qualified new teachers.

The Mentoring Committee

The mentoring committee is responsible for developing policies and practices that foster the growth of the mentoring program in the district. The committee builds community awareness of the program, encourages qualified teachers and administrators to serve as mentors, and matches mentors with mentees. The committee assesses the effectiveness of the program and makes modifications as needed. Decisions are reached by consensus. Teachers are invited to serve on the committee as representatives of the Sachem Central Teachers Association. There is currently no limit to their term. The mentoring committee will meet annually with the Assistant Superintendent for Curriculum and Instruction.

The committee is comprised of:

- Assistant Superintendent for Curriculum & Instruction
- Director of Personnel
- Mentor Facilitator
- Building principals or designee
- SCTA Executive member
- Anyone deemed necessary by DO administration
- Department Chair for content area. per area if applicable

Administrators

The Assistant Superintendent for Curriculum and Instruction, principals and other administrative staff as appropriate (ex: directors):

- Assistant Superintendent for Curriculum and Instruction serves as chairperson of the Mentoring Committee.
- Supports mentoring as an integral part of the district's professional development program.
- Attends Mentoring Committee meetings in order to provide direction regarding the development of the program.

- Facilitates professional collaboration between mentor and beginning teacher.
- Participates in the selection of mentors and the matching of mentors and mentees.

Qualifications for Mentor Facilitator (1 year term):

- Tenured administrator in the Sachem Central School District.
- Minimum of 5 years administrator experience within the district.
- Experience with mentoring is preferred.
- Must demonstrate the ability to build trusting relationships and build consensus.

Responsibilities of Mentoring Facilitator:

- Coordinates/assigns mentors to mentees (in collaboration with principals and directors as appropriate) and provides a list to the Director of Personnel.
- Oversight review of all teacher mentor applicants and responsible for collaboration among principals, mentoring committee and directors as appropriate for selection to be moved forward to the Director of Personnel.
- Coordinates all mentoring committee activities.
- Facilitates the planning and implementation of training programs for mentors.
- Communicates monthly with mentors regarding their mentoring activities.
- Communicates with mentors and mentees all reporting requirements and procedures for logging of hours and is responsible for ensuring verification of submitted hours through MLP.
- Provides information about resources in response to perceived or stated needs of mentors and/or mentees.
- Acts as a liaison between building principals/District Office and mentors.
- Prepares and presents information about the program to the school community (Board of Education meeting).
- Researches and brings new ideas to the program.
- Work collaboratively with the Director of Personnel to obtain names of employees requiring mentoring.
- Conducts an annual evaluation of the program and presents findings, feedback and recommendations to the Assistant Superintendent for Curriculum and Instruction.

Director of Personnel Role:

- Maintain an ongoing list of employees requiring mentoring throughout each school year, from the Assistant Superintendent for Personnel.
- Administrative review of previously vetted mentor/mentee logs in order to refer individual mentees forward to Assistant Superintendent for Personnel for a Superintendent's Verification Statement (through TEACH).
- Responsible for providing information on any changes from NYSED related to the mentoring requirements.

Mentors

Qualifications of Mentors:

- Tenured teacher in Sachem Central School District.
- Minimum of 4 years teaching experience in Sachem.
- Experience with mentoring is preferred.
- Completion of four hours of mentor training from NYSUT
- Mastery of pedagogical and subject matter skills.
- Evidence of highly effective teaching abilities.
- Evidence of positive interpersonal relationships.
- Should a teacher not meet one or more of the qualifications to mentor, the Mentor Facilitator shall make the final determination based on the qualifications.

Mentor application process:

- Employees who meet the mentoring qualifications are required to submit an application for mentoring via the google link on the mentoring posting.

In certain circumstances, the mentoring facilitator may consider a mentor applicant who has successfully completed four years of teaching, one of which has been in Sachem. In general, such consideration will be given because no appropriate match can be made with a more experienced teacher.

In addition, a mentor should demonstrate:

- A positive attitude toward self and teaching.
- The ability to build trusting relationships and work effectively on a one-to-one basis.
- Demonstrate an understanding and willingness to commit the necessary time to support their assigned mentee.
- The mentor will not take on the role of formal evaluation or share information with the building principal or any district administrator derived from conversations with mentee related to evaluations. This confidentiality is crucial to the success of the mentor/mentee relationship.
- Strong interpersonal skills-the ability to acclimate mentee to the school, faculty and department.

Responsibilities of Mentors:

The mentor's role is advisory and supportive in nature.

- Meet with mentees on a regular basis (½ hour weekly for the school year) to assist with lesson planning, classroom management strategies and any other professional concerns.

- Arrange for mutual classroom observations and, where appropriate, observation of other colleagues' classes.
- Provide guidance, support, information and constructive feedback designed to foster professional and personal growth.
- Maintain a journal/log of discussions/meetings (MLP). Submit MLP mentoring log of mentoring activities (twice per year - September through December and January through June). Deadlines for submission of logs will be provided to the mentor and mentee by the facilitator in the beginning of the program.
- Attend mentoring meetings as scheduled by the facilitator.
- Complete the program evaluation in May and submit to the facilitator.

Mentor Preparation and Development

All mentors are required to participate in meetings facilitated by mentor facilitator including completion of a training program through NYSUT prior to their participation in the program. Teachers who have previously served as mentors but have not completed training and all new applicants must successfully complete a minimum of four hours of training before being assigned as a mentor.

Training may be offered both in the fall and in the spring (as needed). All teachers who have an interest in the mentoring program are encouraged to complete the training requirement and submit an application/email showing your interest that will be kept on file. Doing so will facilitate the process of matching mentors with novice teachers as the need arises.

Mentoring for Short-Term Leave Replacement Teachers and Permanent Substitute Teachers:

Short-term leave replacement teachers and permanent substitute teachers should be provided a mentoring experience under NYS Education Department Commissioner's Regulations 100.2 (dd) of Mentoring Program. "If the initial certificate holder is in his or her first year of teaching and employed in the district for more that 40 days, the district must provide mentoring to such long-term substitute teachers." The mentor/mentee configuration need not be 1:1 ratio: and may be district wide so that one well-trained teacher could be a mentor to multiple permanent substitutes. Mentors of permanent substitutes and short-term leave replacement teachers shall require mentees to log hours and submit them to the Mentor. The Mentor shall submit Mentor/Mentee logs through MLP

Guidelines for Matching Beginning Teacher and Mentor

The mentoring committee attempts to match each new teacher with an experienced colleague who

- Teaches the same grade level or the same subject.
- Has a compatible schedule that allows for common planning time.

In addition, other factors such as strengths of the teacher, needs of the novice teacher, and teaching styles may sometimes be taken into consideration when matching a mentor and a mentee. The goal of every mentor/mentee match is to provide the most positive mentoring experience for both the experienced professional and the beginning teacher.

Full-time mentors serve for the entire academic year and receive compensation in the form of a stipend (*as long as the grant from the Teachers Center is in effect*).

Informal Mentoring

Informal mentoring is meant for new teachers who have already met the mentoring requirement under their NYSED certification.

All new teachers who have already met the mentoring requirement under NYSED will be assigned an informal mentor. The mentor's role in this situation is to support the new teacher in their first year of teaching in Sachem. Informal mentors are not required to log time in MLP and mentees in this instance are not required to log hours in MLP.

Program Evaluation

At the end of each school year, an evaluation survey (conducted by the mentor facilitator) to assess the effectiveness of the program will be completed by both mentors and mentees.

Administrators will be asked to evaluate the effectiveness of the program in their buildings and to make suggestions for improvements if necessary.

Mentoring builds educational leaders and advocates renewing and revitalizing veteran educators, supporting opportunities to recruit and retain the best talent pool in our district. For this reason, Sachem is committed to the continued development of a strong, effective mentoring program.

REFERENCES AND HELPFUL LINKS:

[Mentoring Requirement for Certification](#) (NYSED)

<https://login.frontlineeducation.com/login?signin=d0a1b3115402a5f38ea700361bff117f&productId=pd&clientId=pd#/login>

[Acceptable CTLE Activities](#)

[Continuing Teacher and Leader Education \(CTLE\) Requirements](#)

APPENDIX A - Examples of Identifying Common Goals

Based on our student data, we identified the need for Differentiation PD Support at our Secondary Buildings as a result of changing demographics. Acknowledging our adult learners, we offered flexible opportunities for professional development around differentiation strategies, much of which came from professional teacher feedback and sharing:

- [The Need for Differentiation Based on Our Student Data and Changing Populations](#)
- Follow up PD - [Secondary Differentiation PD Session 3 \(over SY 22-23\)](#)
- [ENL Strategies for All Faculty & Staff](#)

APPENDIX B: PLANNING FOR IMPLEMENTATION

Examples of Planning for Implementation:

[After School PD Planner - Elementary](#)

[PD Planning](#)

[Summer PD Plans](#)

With regard to planning for “Language Acquisition Addressing the Needs of English Language Learners” the following table from NYSED has been used:

Continuing Teacher and Leader Education (CTLE) Language Acquisition Addressing the Needs of English Language Learners Requirements		
Certificate Type	% of 100 Clock Hour CTLE Requirement Devoted to Language Acquisition	Can Exemption* from the Language Acquisition Requirement Apply?
Professional Classroom Teacher other than English to Speakers of Other Languages	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional School Leader	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Level III Teaching Assistant	15%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional English to Speakers of Other Languages	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
Professional Bilingual Extension Annotation	50%	Exemption may apply. Exemption does not reduce the 100-clock hour CTLE requirement.
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. For additional information, please see the English Language Learner and Multilingual Learner Regulations & Compliance webpage .		

APPENDIX C - Use researched-based practices to implement professional development strategies

Examples:

To provide all teachers with PD around Strategies and Best Practices to Meet the Needs of ELL Learners, we provide PD Choice Boards:

[Sachem ENL PD Options Choice Board - for Virtual, elective PD](#)

APPENDIX D: Examples of Monitoring Progress

- Collect indicators of staff implementation and student achievement

Examples

[Principal Feedback Forms - Sachem R/W Units of Study Grades K-5](#)

APPENDIX E **Evaluate impact**

Gather multiple sources of information from staff, including a comprehensive survey, to assess the effectiveness of professional development on student learning and to determine subsequent professional development efforts. Examples of the Sachem PD Surveys include:

[Elementary PD Survey](#)

[Secondary PD Survey](#)

Additionally, through our Curriculum Council and Diversity Committee, and Board of Education presentations, we elicit

feedback from teachers, students, and community members. Examples include:

Research Used to Guide our Work:

<https://www.teachingquality.org/professional-development-and-adult-learning-theory/>

<https://www.edutopia.org/article/adult-learning-principles-design-better-professional-development/>