PROFESSIONAL DEVELOPMENT PLAN 2016-2021

Islip UFSD
2016 - 2021

Professional Development Plan

2016 - 2021

District Name: Islip UFSD

BEDS Code: 580502020000

Superintendent: Susan A. Schnebel

Address: 215 Main Street, Islip, NY 11751

Phone: 631-650-8210

E-mail: sschnebel@islipufsd.org

Number of School buildings in District: 5

Professional Development Plan
Committee Members

- Matthew Christiansen
- Lisa Dieumegard
- Robert Drysielski
- John Ferritto
- Curtis Juengerkes
- Linda Lippman
- Jennifer Mintz
- Kate O'Callaghan
- Claudia Osorio
- Erica Rinear
- Marc Rosado
- Ellen Semel
- Cathy Sinclair
- Barbara Wagner

Needs/Data Analysis for Professional Development Plans

1. ***Describe how the professional development plan is aligned with New York State learning standards and/or Common Core State Standards and assessments, student needs, and is articulated within and across grade levels.***

The Islip Public School curriculum aligns with NYS Learning Standards and the common Core State Standards and assessments. Each summer grade levels, departments, and cadres of teachers continue to engage in curriculum mapping to ensure congruence and eliminate gaps in instruction. The modifications in the curriculum and the new assessments may generate specific professional development needs. Student performance on both formative and summative assessments is analyzed and areas in need of improvement are closely examined. Resources are allotted to provide teachers with opportunities for professional development in those areas.

One of the goals of the professional development program is to provide more job-embedded, coaching types of learning opportunities. The district has employed two literacy coaches to work with teachers in grades K-8 on conducting writers' workshops and readers' workshops. These coaches have worked with Islip teachers for three years. Professional development in technology has also embraced a coaching model. The district has trained five teachers as Microsoft trainers and Promethean interactive white board trainers. There is now one trainer in each of the Islip schools.

Islip School District participates fully in the Eastern Suffolk BOCES Network Team and Model Schools trainings. Through these trainings and through district-initiated projects, groups of teachers become trained and serve as turnkey trainers for their respective grades or departments. This approach to developing experts within the district serves to foster leadership and professional growth among staff members.

2. ***Describe how the professional development plan is continuous, reflecting a multiyear approach to improve student performance.***

Subject area coordinators, in conjunction with their teachers, will be involved in the planning for professional development. Each coordinator serves on the professional development committee, providing expertise in each content area, and data from any gap analysis. The process of setting the goals, establishing an action plan and evaluating the results demands a multi-year approach.

3. *Identify how the data used supports the goals, objectives, strategies, and activities in the professional development plan.*

Student data is used to help make decisions about school curriculum, instruction, and policy. Data is collected in a number of areas, including student academic performance, attendance, and specific needs. Looking at the numbers allows staff to identify patterns and discrepancies that may affect achievement. Our student information system, Infinite Campus, allows the district to create tabs for specific information and then create filters for these tabs so that we can disaggregate any of the data. For example, we use a district created summative assessment for both ELA and math in grades K-5. Test results are reported as raw scores. These scores can then be examined. All teachers who teach a Regents subject is given a special BARS account that connects to Eastern Suffolk BOCES. BARS allow teachers to compare scores to the region and then to NYS. Teachers play a key role in using the results of data analysis to plan for program improvement and professional development through monthly meetings with curriculum coordinators, faculty meetings, and monthly Curriculum Planning meetings.

Goals of the Professional Development Plan

The overriding goal of the Professional Development Plan is to enhance the performance of students and teachers and administrators in conjunction with the district's emerging strategic plan and various instructional initiatives.

In addition:

- Create opportunities to improve their teaching ability

- The Professional Development Plan will be posted on the district website for the entire faculty and community to view.

- Reporting requirements will be adhered to. A registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is 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. The plan will provide teachers holding a professional certificate from February 2, 2004 and thereafter, opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years in accordance with Part 80 of the Commissioner's Regulations. In accordance with the Commissioner's Part 154 Regulations, school districts are required to ensure that a prescribed percentage of professional development hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:

    o 15% total hours ELL-specific professional development for all teachers
    o 50% total hours ELL-specific professional development for ENL/ESL teachers

- District Activities will accrue hours according to the following schedule:

    ➢ New Teacher Induction —-------------- 30 hours
    ➢ Department Meetings ------------------ 1 hour per meeting
    ➢ Grade Level Meetings ----------------- 3 hours for ½ day / 6 hours for full day
    ➢ In-district Training ---------------------- 3 hours for ½ day / 6 hours for full day
    ➢ Assessment Scoring --------------------3 hours for ½ day / 6 hours for full day
    ➢ District Committee Member -----------3 hours for ½ day / 6 hours for full day
    ➢ In-Service Courses --------------------- hour for hour
    ➢ Collegial Circles ------------------------ hour for hour

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 upon request. Completion certificates are to be submitted to the Curriculum Office.

A record of all CTLE hours completed through BOCES, SCOPE, NYSUT, Intercounty Teacher Resource Center, and Islip UFSD will be maintained in My Learning Plan (now known as Frontline Education).

Goal 1: To continue the New Teacher Induction Program for all new teachers

Islip's New Teacher Induction Program is a three-year program designed to improve the pedagogical skill of beginning teachers in the Islip UFSD. The Assistant Superintendent for Administrative Services coordinates this program. Topics include: classroom management, instructional strategies, differentiation, questioning techniques, Marzano's work on the art and science of teaching, Tomlinson's work on the differentiated classroom, Dweck's work on mindset, and Danielson's work on the framework for teaching.

New teachers have monthly meetings.

Mentors are assigned by the Assistant Superintendent for Administrative Services. All final assignments will be made at the discretion of the Superintendent of Schools. Mentors must have certification or permanent licensure in the area of identified interns and demonstrate mastery of pedagogical skills and outstanding performance as defined by district administrators and colleagues. Mentors must understand that the mentoring relationship is confidential, trusting, supportive, and professional. The Islip school district mentoring program handbook is included under Addendum 2.

Goal 2: Focusing on the Learner

Teachers will be able to identify student learning needs and provide instruction that supports diverse learners through best practices.

- Differentiated Instruction
- English Language Learners (SIOP)
- Integrated Co-Teaching Model (ICT)
- Technology Integration

Please see the survey conducted with the faculty under Addendum 1 & 1a.

Goal 3: Differentiated Professional Development

A variety of professional development opportunities will be offered based on the needs of the district and the experience of the faculty. Workshops and courses may be offered but not limited to the following areas:

- Arts
- Business
- English Language Arts
- English as a New Language (ENL)
- Guidance
- Health
- Home and careers
- Library and media
- Literacy
- LOTE
- Math
- Physical Education
- Pupil Services
- Science
- Social Studies
- Technology

Attendance at professional conferences in-district and off-site will be maintained.

Teachers and administrators will be encouraged to disseminate knowledge gained at conferences.

Substitute teachers will be provided, whenever possible, on an as needed basis.

When possible and/or necessary teachers may be granted time blocks for grade level/cross-curricular/and departmental teams of teachers to work together.

Goal 4: Personalizing the School Climate

To improve student performance by increasing the individual student's sense of belonging and personal, social, emotional, and cultural connection to the adults and the school community. Sufficient research has demonstrated that student achievement has been related to the individual student's relationship with a teacher who has established a relationship with the student and also establishes high expectations of academic performance.

- Provide professional development in areas of effective team strategies, collaboration, student mentoring, and culture and climate
- LOTE (Language Other Than English) Acquisition by Faculty
- Student Mentoring Program.

Goal 5: Using Data to Support Best Practices

To effectively acquire, disseminate and analyze data to guide instruction regarding individual students, within classrooms, by grade level and subject area, by building and throughout the district.

- The district will use diagnostic, formative and summative assessments and analyze results

- Response to Intervention and Instructional Support Team meetings will be held

- Ongoing training in data analysis, including examining BARS reports

Structure of Professional Development

Presentation Style

- Teacher-to-teacher (coaching)

- Classroom visitations

- Turnkey training

- Collegial circles

- Outside consultants

- Attendance at conferences and workshops

- Coaching

- Webinar

- Computer Assisted Learning

- Experimental Learning

Presentation time

- Department meetings

- Superintendent's Conference Days

- Substitute coverage for a half day or full day for training and/or collaboration

Evaluation of the Plan

United States Department of Education (USDOE) indicates that "effective teacher professional development is a set of activities that produces a demonstrable and measureable effect on student academic achievement" according to No Child Left Behind (NCLB). This plan will be assessed by the following:

- Annual Review/Survey

- Assessing and evaluating all professional development opportunities using various survey instruments.

Current Islip Professional Development Initiatives

The following list of initiatives is designed to provide an overview of professional development that is taking place within the school district. These initiatives are in various stages of development and the list is not designed to reflect the complete set of professional development activities that take place within all committees, buildings, or departments.

It is the belief of the Islip School District that staff development and the work of a professional learning community is at the heart of our plan to grow as educators. Pursuing professional development is a shared responsibility between the individual and the school district. We continue to evaluate the efficacy of the following initiatives/curriculum or standing committees to modify this work on an ongoing basis.

- ELA Training

  - Read180
  - System44
  - Fundations
  - Writers' Workshop
  - Readers' Workshop
  - Achieve3000
  - SmartyAnts
  - Reading A-Z/Raz Kids

- English as a New Language

  - Sheltered Instruction Observation Protocol (SIOP)
  - ELLevation (student data system for ELL students)

- Social Studies Framework

  - Discovery Education

- Science Committee

  - Exploring the new science standards

- Differentiation of Instruction

  - Consultant work

- Math
  - ➢ Go!Math

  - ➢ Analysis of Geometry Curriculum

- Technology Integration

  - ➢ Microsoft One Drive

  - ➢ Infinite Campus Gradebook

  - ➢ Microsoft Sway

  - ➢ Digital Storytelling

Professional Development Vendor List

- Achieve3000
- ALEKS
- All Administrators
- All BOCES
- All Faculty
- Always Learning
- American Museum of Natural History
- APTA
- Art League of Long Island
- ASCD
- ASHA (American Speech Language Hearing Association)
- Association for Mental Health and Wellness
- Atlantis Aquarium
- Bayard Cutting Arboretum
- BER (Bureau of Educational Research)
- BNL (Brookhaven National Lab)
- BOC (Board of Certification for the Athletic Trainer)
- Cambridge College
- CAPS
- CASE (Council for Administrators of Special Education)
- CEC (Council for Exceptional Children)
- Children's Museum
- College Board
- CPI (Crisis Prevention and Intervention)
- Cornell Cooperative Extension
- Corwin Webinars
- Council for Economic Education
- Creative Teacher Institute University of the Pacific
- Cross County
- Delcave

- DBQ Project
- Educator Collaborative
- Edweb.net
- EEweb.net
- EF Tours
- ELLevation
- Family Service League
- Farmingdale University
- Fire Island National Parks Program
- FLACS (Foreign Language Association of Chairpersons)
- Fort Ticonderoga
- Future Horizons
- Gilder Lehrman Institute of American History
- Go!Math Houghton Mifflin Harcourt
- Harry Wong
- Heckscher Museum of Art
- Heinemann Publishing and PD
- Hofstra
- Huntington Museum
- IBehavioral Training.com
- Ilene Cohn
- Infinite Campus
- Infinite Campus Interchange NYC
- IReady
- JoEllen McCarthy
- Lesley College
- L.I. CPR, Inc.
- LIAOSA
- LIASEA (Long Island Association of Special Education Administrators)
- LIASCD (Long Island for Supervisors and Curriculum Development)
- LICADD
- LIFACS
- LILAC (Long Island Language Arts Council)

- LISHA (Long Island Speech and Hearing Association)
- LIU Post
- Long Island Council for the Social Studies
- Long Island History Day
- Long Island Network of Teacher Centers
- Long Island Regional Bilingual Education Resource Network (L.I. RBE-RN)
- Long Island University
- Marion K Solomon
- Maritime Museum
- Metro Therapy
- Metropolitan Museum of Art
- Microsoft Office
- Miracle Project
- Molloy
- Museum of Modern Art
- Nassau Community College
- Nassau County Museum of Art
- Nassau NCLB Title III Consortium
- National Council for the Social Studies
- National Endowment for the Humanities
- National Parks Service (Fire Island National Seashore)
- NCTE (National Council of Teachers of English)
- NCTM (National Council of Teachers of Math)
- NDTA
- Netweb
- New York Botanical Gardens
- New York Council for the Social Studies
- New York Hall of Science
- New York Historical Society
- New York State Department of Environmental Conservation at Stony Brook
- New York State Parks Department
- New York State Sea Grant
- New York State United Teachers

- NYAPTA

- NYSAFCSE

- NYSATA (New York State Art Teachers Association)

- NYSCAME (New York State Council of Administrators' of Music Education-Suffolk County Chapter)

- NYSRCASD (New York State Regional Centers for Autism Spectrum Disorders)

- NYSSBA (New York State School Boards Association)

- NYSSLHA (New York State Speech Language Hearing Association)

- NYSSMA (New York State School Music Association)

- NSTA (National Aeronautical and Space Association)

- NWS (National Weather Service)

- PBS (Public Broadcasting System)

- PDI Courses

- PESI

- Rosemary Wong

- Sagamore Hill Smithsonian Museum

- SAANYS

- Sara Cordova

- SCALA (Suffolk County Art Leaders Association)

- Scholastic

- Schoolwide

- SCOPE

- SCMEA (Suffolk County Music Educators Association)

- Seatuck Environmental Association at the Greentree Foundation in Manhasset

- Speechpathology.com

- St. Charles Hospital

- St. John's University

- STANYS (Science Teachers Association of New York State)

- Stony Brook University

- Suffolk Community College

- Suffolk County Library System

- Suffolk NCLB Title III Consortium

- Suffolk STANYS (Suffolk County Section of the Science Teachers Association of New York State)

- Summit

- Teachers College, Columbia University

- Teachers Learning Channel

- Tenement Museum

- The Bronx Zoo

- The Intensive Teacher Institute

- The National Center for Economic and Financial Education

- University at Albany

- Variety Preschool

- Walt Whitman Museum

- Speech Pathology Website

ADDENDUM 1

ISLIP UFSD - RESULTS OF PROFESSIONAL DEVELOPMENT SURVEY 2016

1. My position currently is...

Answer Options	Response Percent	Response Count	
Classroom teacher	70.6%	36	
Physical education teacher	2.0%	1	
Fine and Performing arts teacher	5.9%	3	
Support staff (social worker, psychologist, guidance counselor etc.)	9.8%	5	
Other (please specify)	11.8%	6	
		answered question	51
		skipped question	0

2. At what level do you presently teach?

Answer Options	Response Percent	Response Count	
Elementary (K-5)	43.1%	22	
Middle School (6-8)	29.4%	15	
High School (9-12)	29.4%	15	
K-12	3.9%	2	
		answered question	51
		skipped question	0

3. How many years have you been teaching?

Answer Options	Response Percent	Response Count	
0 - 5	3.9%	2	
5 - 10	11.8%	6	
10 - 15	21.6%	11	
15 - 20	25.5%	13	
More than 20	37.3%	19	
		answered question	51
		skipped question	0

4. During the Superintendent's Conference Day in April, what was your favorite session?

Answer Options	Response Percent	Response Count
Internet Safety	13.7%	7
Power Point	9.8%	5
OneDrive	9.8%	5
Think Central	0.0%	0
Zing	3.9%	2
Sway	13.7%	7
NY Learns	7.8%	4
Skype	3.9%	2
Digital Story Telling	0.0%	0
Excel (either difficulty level)	3.9%	2
Using Tech for Assessment	11.8%	6
Creating an E-Board	2.0%	1
None of the above	5.9%	3
Other (please specify)	25.5%	13
	answered question	51
	skipped question	0

5. Did you like the format of the day?

Answer Options	Response Percent	Response Count
Yes	84.0%	42
No	16.0%	8
	answered question	50
	skipped question	1

6. Please rate in order of importance the following topics within the area of Instructional Technology. Please note that the circles represent the order of preference. If you click on any circle in the first column, this will reflect the topic that is most important to you. Second column reflects your second priority and so on...

Answer Options	First Choice	Second Choice	Third Choice	Fourth Choice	Rating Average	Response Count
Creating a web site to show on Islip's school web page	4	1	3	4	2.58	12
Creating an E-Board	4	6	5	4	2.47	19
Creating a blog/wiki	4	1	1	1	1.86	7
Promethean Board training	10	10	5	7	2.28	32
Power Point	5	6	2	4	2.29	17
Safari Montage - Video Streaming	4	6	4	4	2.44	18
Student Response Systems	1	6	8	4	2.79	19
Document camera training	5	3	2	5	2.47	15
One Drive	5	1	7	5	2.67	18
Videotaping	1	0	4	2	3.00	7
Filming one's lesson for flipped classrooms	4	3	1	4	2.42	12
Excel	2	6	6	6	2.80	20
Gradebook	2	2	3	1	2.38	8
				answered question		51
				skipped question		0

7. Please rate in order of importance the following topics within the area of Data Driven Instruction. Please note that the circles represent the order of preference. If you click on any circle in the first column, this will reflect the topic that is most important to you. Second column reflects your second priority and so on...

Answer Options	First Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice	Response Count
Data Analysis by Department/Grade Level	18	21	9	2	1	51
Understanding reports generated by Castle Learning, Achieve 3000, Read 180, etc.	17	14	11	8	1	51
Regents exams	14	9	13	8	7	51
Data from SAT	0	6	13	29	3	51
				answered question		51
				skipped question		0

8. Please rate in order of importance the following topics within the area of Lesson Planning/Pedagogy. Please note that the circles represent the order of preference. If you click on any circle in the first column, this will reflect the topic that is most important to you. Second column reflects your second priority and so on...

Answer Options	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	7th Choice	8th Choice	9th Choice	Response Count
Instructional Strategies	9	14	9	8	3	2	2	2	1	50
Differentiated Instruction	12	12	7	8	3	5	1	3	0	51
Teaching ELL in the General Education Classroom	6	6	4	4	12	9	4	2	3	50
Teaching the Gifted & Talented	2	0	5	6	3	6	12	7	5	46
Accommodating Special Education Needs within the Classroom	7	10	11	11	7	2	2	1	0	51
Managing a Block Schedule	3	1	1	3	7	2	9	7	10	43
Advanced Placement Planning	4	2	1	2	4	5	8	4	11	41
SAT Planning	0	0	2	2	0	2	1	14	12	33
Planning with a Promethean Board	6	5	8	7	7	8	5	3	2	51
RTI	2	1	3	0	5	10	7	8	7	43
							answered question			51
							skipped question			0

9. Please rate in order of importance the following topics within the area of Student/Classroom Management & Environment. Please note that the circles represent the order of preference. If you click on any circle in the first column, this will reflect the topic that is most important to you. Second column reflects your second priority and so on...

Answer Options	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	6th Choice	7th Choice	8th Choice	9th Choice	Response Count
Vertical Planning	6	3	5	0	5	3	6	10	13	51
The CSE Process & Understanding Test Results	2	7	4	8	5	6	11	3	5	51
Behavioral Management	12	6	8	7	8	4	3	2	1	51
Working with Parents	4	5	4	7	10	4	5	5	7	51
Working with Students with Disabilities	7	12	6	4	8	6	4	2	2	51
Instructional Support Teams (IST)	2	6	6	5	4	7	8	8	5	51
Response to Intervention (RTI)	3	2	4	6	2	9	6	8	11	51
Crisis Intervention	4	4	3	9	2	8	7	9	5	51
Character Education/social-emotional learning	11	6	11	5	7	4	1	4	2	51

	answered question	51
	skipped question	0

10. Would you be interested in a workshop on the budget process or school finance?

Answer Options	Response Percent	Response Count
yes	31.4%	16
no	68.6%	35
answered question		51
skipped question		0

11. What other area(s) of professional development (if any), are important to you? Please list below:

Answer Options	Response Count
(see Addendum)	16
answered question	16
skipped question	35

12. When do you prefer the delivery of your 7-hour professional development obligation? (You may choose more than one)

Answer Options	Response Percent	Response Count
Before School	29.4%	15
After School	58.8%	30
Weekends	11.8%	6
Vacations	0.0%	0
Summer	31.4%	16
On demand (online)	52.9%	27
answered question		1
skipped question		0

13. Whom do you prefer to facilitate professional development?

Answer Options	Response Percent	Response Count
Colleague	49.0%	25
Outside Consultant	7.8%	4
Administrator	2.0%	1
No Preference	41.2%	21
	answered question	51
	skipped question	0

14. Are you willing to facilitate (prepare and deliver) a professional development session?

Answer Options	Response Percent	Response Count
Yes	13.7%	7
No	86.3%	44
	answered question	51
	skipped question	0

15. If you answered yes to question 14, what topic/area would you be willing to facilitate? (If you answer yes, please contact Ellen Semel directly.) Please indicate when (fall, winter, spring or summer).

Answer Options	Response Count
(see Addendum)	6
answered question	6
skipped question	45

16. What was the best professional development experience you have had to date?

Answer Options	Response Count
(see Addendum)	51
answer question	51
skipped question	0

17. In this past year of professional development, what would you improve or change?

Answer Options	Response Count
(see Addendum)	51
answer question	51
skipped question	0

18. In this past year of professional development, what was the most helpful aspect of the instruction?

Answer Options	Response Count
(see Addendum)	51
answer question	51
skipped question	0

ADDENDUM 1a
ISLIP UFSD - RESULTS OF PROFESSIONAL DEVELOPMENT SURVEY 2016

Question 11: What other area(s) of professional development (if any), are important to you?   Please list below:

Answered:	**16**
Skipped:	**35**

- Autism PDD-NOD Hearing Impaired Students
- Personal and Professional Finance
- Technology based instruction (i.e. using Apple watch to communicate w/students nonverbally)
- Appropriate assessments
- Effective intervention strategies for children with autism
- Understanding what is in an IEP and what pertains to my class (i.e. my responsibilities)
- Early childhood literacy and methodology for teaching reading.
- I need help making a web page
- I like having many choices and like having discussions with peers.
- Time to work with co-teacher
- Strategies for Co-teaching Ways to use stations in classroom
- Exiting options for special education students.
- Anything music-related.
- Just time to work with the other members of our department to scaffold curriculum or discuss any departmental issues that aren't discussed at dept. mtgs.
- Any professional development related to the field of special education
- Stress management

Question 15:   If you answered yes to question 14, what topic/area would you be willing to facilitate? (If you answer yes, please contact Ellen Semel directly.) Please indicate when (fall, winter, spring or summer).

Answered:	**6**
Skipped:	**45**

- Training for instruction/working with students' w/ASD.
- LANSCHOOL Microsoft Office applications Movie Maker
- Instruction on interpreting a student's IEP
- Anything related to reading
- Microsoft, Promethean
- Flipping/EdPuzzle - Apps for Instruction - Fall, Winter, or Spring

Question 16: **What was the best professional development experience you have had to date?**

Answered: **51**
Skipped: **0**

- I felt that I had the best professional development when an outside presenter, Mr. George Isserles, was brought in to speak with the speech and language therapists. This was provided to us through PPS. The presenter talked about articulation and discussed how to assess when traditional articulation therapy will not work due to the presence of malocclusion.
- One Drive with Michael Baur
- Tech training
- SIOP Training by CALP
- Promethean training with Tim Brush
- Online course for Dyslexia Therapist Certification
- NY Learns
- Kathy Ryder and EJ Hicks did a great job with Internet Safety.
- The computer class with Gina Seymour showing us how to arrange and condense files. There just isn't enough time during the day to do that.
- Writing in the elementary school
- Learning Skype
- The best professional development was at the end of the year with Robb LeVien, working on making flipcharts, organizing materials, conferring and collaborating with colleagues and prepping for next year. My needs were fresh in my mind, and I wasn't pressured for time.
- Watching videos on teachers in education and having a group discussion
- Instruction on using Promethean boards
- Anything that is practical to my classes, and will help with instruction.
- N/A
- It has been very useful to take the Take and Make with the Trainer.
- Team building and kayaking the Nissequoge.
- Kayaking for wellness.
- IEP and legal impact
- The PD I took with Robb LeVien in June helped me to prepare and organize materials for September. This was by far the most useful and helpful PD.
- Summer English department Regents exam analysis.
- Reading on my own, zing and department time
- Working with colleagues and reading independently for information that I will actually put to use
- Physical fitness and academic performance
- The mentoring program
- My own experiences doing field research.
- Hands Only CPR
- Department collaboration
- Promethean Board Training.
- Thinking Maps
- Ways to flip classroom
- Writing Workshop
- Working with the department to create units of instruction and working with consultants on the new Core Curriculum in Social Studies.
- Technology professional development

- NY learns
- Colleague driven PD. Something they experienced and shared.
- Music courses through SCMEA, but anything technology-related with Mike Bauer from school end.
- Beth Colombo - Promethean Board
- Learning the Statistics portion of the Algebra II curriculum through Beth Colombo.
- Tech
- For me, outside of the classroom at local/regional/national conferences
- The best professional development experience to date would be workshops I've attended outside the district.
- Promethean board
- Working with my department to change components of exams to reflect curriculum changes from New York State.
- Sharing ideas used in our classrooms and making connections.
- Creating an e-Board or Promethean classes.
- Learning how to make a plan with my team in case of an emergency in the CPR session.

Question 17:   In this past year of professional development, what would you improve or change?

Answered: 51
Skipped: 0

- I would make professional development differentiated for therapists so that we may discuss what is up and coming in our fields and help us most in providing effective therapy for students.
- Allow the mandatory 2 hours of PD to be something related to classroom instructional planning.
- No change
- More opportunities for PD
- We need more time to train within departments and share professional development with each other.
- Content specific to integrating students with ASD into school environment.
- Working with other districts.
- More open time for planning.
- I would continue to let smaller special area departments to work within their department group.
- Listening to grade level on what they need the most
- I'd like to work with my department looking at problems and brainstorming how to deal with them.
- I would prefer for courses to be available for registration on MLP early in the year.
- The mandatory PD should be targeted to one's specific grade level/subject area
- More choices and spread out evenly over the year!
- It would benefit to get training on new technology we can incorporate. We've been utilizing Castle Learning, MyOn, etc. for a number of years and would like to see other choices.
- Nothing

- Don't force faculty to take any one topic.
- To have relevant subjects.
- I would prefer more of a variety of useful PDs.
- Less emphasis on technology that will only be temporary.
- I would have most of the time decided by and shared with my department.
- I don't like when there is time spent on a program that we are not going to use
- I like having many choices and seeing how other teachers whom I don't see often do things.
- The people I attended with.
- Structure.
- Communication to staff
- Offers for off-site training/workshop-less focus on technology-more collaboration time
- I have no suggestions
- More choices.
- Offer more opportunities on my learning plan to complete the 5 additional hours
- I would add a PD on how to do guided reading appropriately in the classroom.
- Have more availability throughout the year. Most of the professional development opportunities are offered in the beginning of the year.
- Like when colleagues offer professional development.
- I would find another facilitator to train for Fundamentals
- Continuing with the "no lunch break" option.
- more offerings
- I wouldn't change anything.
- Format
- Make the technology choices more relevant; programs that are offered on conference days are not what all teachers have access to
- Some sessions are too long
- I would allow for more time spent with departments in department specific workshops.
- I would not improve anything.
- The mandatory PD has been a little dry-cleaning out files was not needed for me. Also the ENL training at Supt Conference Day was for undergrad teaching 101, not teachers in the field. Another problem with Mandatory PD in the computer lab is our staff is too large to fit in one lab.
- The required professional development based on your position, after completing all of the requirement there was no space in the schedule a PD I was interested in learning about and using in the classroom

Question 18: **In this past year of professional development, what was the most helpful aspect of the instruction?**

Answered: 51
Skipped: 0

- The most helpful aspect of instruction was the wonderful presenters. We had colleagues for instructors who were both accessible and flexible in providing learners with what they needed.
- Learning the updated resources on Reading A-Z.

- Technology in the classroom.
- Hands-on learning
- Collaboration with in my department.
- Latest technologies to be used in the classroom.
- I liked taking multiple workshops in one day.
- Tips and tricks with PowerPoint, great presentation of internet safety statistics.
- Working with my peers aligning the final exams for seventh grade always puts the curriculum and my lessons into perspective.
- Pushing into classrooms and seeing how it works
- Small classes, so questions can be asked
- The most helpful professional development was when I had the opportunity to work with colleagues on a given topic.
- I appreciated the hands-on instruction and practice using the different computer programs.
- Shorter, more targeted sessions on specific skills, techniques that can be used in the classroom.
- Be able to spend time with computer based technology and arranging/improving the time management of that use.
- N/A
- Spending collaborative time with technology options, such as Laptops in the Classroom.
- Learning how to better adapt lessons for children with special needs.
- Meeting with own department to develop curriculum and teaching strategies.
- Getting it done during the summer.
- I appreciate when a colleague teaches a PD because I feel he/she understands the needs of a K-1 environment.
- Time to use the tools
- Learning about what is out there
- It was helpful to learn how to use Microsoft 365 and the changes to infinite campus
- Collaborating with peers and discussion.
- Gradebook
- I can't remember.
- Learning with peers
- Allotting time to navigate the technologies independently
- The ability to train on systems and programs that are currently able to be implemented in the classroom.
- Hands on activities.
- OneDrive was great!
- Being able to be on the computer and apply what we were learning right away.
- Learning Reading/Writing Workshop to incorporate into lessons.
- Having practical applications in the classroom like the using technology for assessment one which I have already incorporated strategies into my class.
- Technology instruction
- Collaboration with my colleagues
- NA
- Descriptors, and planning information

- We were able to get individual attention from the instructor in certain courses and that helped a lot.
- Tailored to what I need, not what someone thinks I need.
- Learning the Stats portion from Beth.
- Knowledge
- Choice
- Instruction by colleagues is beneficial as they understand the demands of the classroom
- The presenter letting us do some of the work.
- Being given the opportunity to use the skills we just learned about a program immediately to get used to the tools available was extremely helpful.
- Being able to incorporate and use technology in instruction when needed
- Learning about Go Math (Think Central) training in the spring. (NOT the fall!)
- Infinite Campus PD.

ADDENDUM 2

ISLIP SCHOOL DISTRICT
MENTORING PROGRAM

STATEMENT OF PURPOSE

The *Islip Mentoring and Teacher Induction Program* is designed to support newly hired teachers in Islip. It serves as the complementary component of a networked support system, which includes a multi-year new teacher induction program with a full year mentoring experience for teachers possessing an initial certificate. The program goals support new teachers as they become part of the Islip community and support their professional growth in content knowledge, lesson preparation, classroom management, student development, student assessment, collaboration, and reflective and responsive practice.

The *Islip Mentoring and Teacher Induction Program* is a collaborative effort contributed to by the administrative leadership of the Islip School District, the program coordinator, the New Teacher Induction facilitator, and the Islip Teachers Association. The constituents will offer insights as to the direction of the program and help to determine program needs on an ongoing basis.

The mentors selected will be matched with teacher interns by the selection committee, comprised of Islip administrators, the program coordinator, and representatives of the Islip Teachers Association. The selection committee will accept applications from tenured teachers who have been recommended by their respective building principals.

A mentoring assignment will require a mentor and teacher intern to set short and long term goals which include but are not limited to classroom management strategies, lesson plan development, lesson delivery, instructional techniques, and parent communication. The mentor's main focus is to provide teacher interns with the elements of success upon which future successes may be built. The mentor is expected to meet with the teacher intern for one day prior to the beginning of school and a minimum of thirty hours during the school year. The one day summer orientation will include a mentor training session and provide for common mentor/teacher time. A log documenting the thirty school year contact hours will include the time and objective of each mentoring session. A log will be maintained and submitted to the program coordinator at quarterly and end of the year meetings.

SETTING DIRECTIONS

Selection Committee:

The Selection Committee is comprised of administrators, the program coordinator, the facilitator of the New Teacher Induction Program, and members of the Islip Teachers Association. The committee is responsible for:

- Informing the district of mentor guidelines
- Distributing applications to tenured teachers for consideration
- Reviewing applications that have been approved by building principals
- Identifying mentors who meet the mentor criteria
- Assigning the mentor/intern pairing

Program Coordinator:

The responsibilities of the program coordinator include but are not limited to:

- Chairing the selection committee to facilitate mentor/teacher intern pairs
- Scheduling quarterly meeting with mentors to define roles and provide appropriate resources and materials
- Providing training for mentors to support their professional efforts
- Encourage goal setting for mentors and teacher interns
- Reviewing the log of documented contact time between mentor and teacher intern
- Establishing the non-evaluative role of the mentor
- Providing inter-visitation opportunities for mentors and teacher interns providing a maximum of four days of release time for each.
- Facilitating conference opportunities for mentors and teacher interns to promote student learning through effective teaching
- Ensuring confidentiality

Mentors:

Mentors are to support the skills set offered through the Islip New Teacher Induction Program. The assignment is a non-evaluative supportive role. The mentor is to be available to the teacher intern to answer questions and to offer suggestions and direction.

Throughout the school year, mentors are responsible for:

- setting short and long term goals
- meeting with the teacher intern to collaborate on lesson development and implementation, including instructional skills and classroom management techniques
- monitoring professional growth through a collaborative model
- facilitating procedural applications

Additional expectations include, but are not limited to:

- completing six hours of mentor training
- completing four hours of additional training with the program coordinator during the course of the school year to discuss program goals
- maintaining confidentiality regarding the progress of the teacher intern, except when the health and safety of students is concerned

- maintaining a log documenting time spent with the teacher intern (The log is to be submitted to the program coordinator for review and to maintain compliance with New York State Department of Education regulations)
- familiarizing teacher interns with school, department, and district level expectations, policies, and procedures
- scheduling common time and inter-visitations
- providing non-evaluative feedback to teacher interns regarding lesson development, classroom management, instructional strategies, and parent communication

Teacher Interns:

Teachers possessing an initial certificate and who are in their first year of teaching are required to have a mentor with 'like' certification. As part of their mentoring requirement, expectations include but are not limited to:

- Attending three orientation days prior to the opening of school
- Attending monthly new teacher induction meetings
- Establishing short and long term goals for the school year
- Meeting with assigned mentor during scheduled common time and inter-visitations
- Maintaining a portfolio which chronicles professional growth (See portfolio guidelines)

Training:

Mentors and teacher interns will benefit from professional development programs that are related to topics essential to the growth of new teachers. The program coordinator, with input from the selection committee, will establish and identify program goals aligned with the *Islip New Teacher Induction Program.*

Mentors new to the program will be required to participate in a six hour training session designed to familiarize mentors with the district's expectations and mentoring responsibilities.

Mentors having completed the six hour training will be required to participate in six hours of functionally related professional development.

All mentors are also to attend four additional development hours throughout the school year for information on program goals.

Selection Criteria:

Mentors are to:

- Be tenured Islip teachers
- Hold a 'like' certification to the intern
- Have five years teaching experience
- Have secured application approval from the building principal
- Have completed and submitted a mentor application to the Selection Committee
- Be willing to attend mentor training, six hours for mentor certification training and four additional hours throughout the school year
- Document a minimum of thirty-five contact hours with the teacher intern, exclusive of release time provided by the district
- Schedule inter-visitations and possible conferences to support student learning through teacher effectiveness

District Responsibility:

At the end of the school year, whereby a mentor/intern experience is concluded, reviewed, and approved by the program coordinator, the mentor may elect one of two methods of service recognition:

1. The mentor may elect three in-service credits to be awarded. These credits shall be dated June 30 of the terminal school year. Upon receipt of the appropriate paperwork the Office of Human Resources shall recognize these credits for appropriate column transfer

2. The mentor may elect monetary compensation for a maximum of forty-five hours at the contractual rate of pay.

With the appropriate approval of the Selection Committee, a teacher may renew a mentoring assignment in subsequent years for additional in-service credits or monetary compensation.

Exceptions:

- Teachers new to Islip, not in their first year of teaching and not holding an initial certificate, who are designated in need of assistance, are eligible for a mentor. The mentor will be recruited from the Islip Retired Teachers Association and will work with the designated teacher to improve specific skills. The compensation will be $150 per day with a limit of nine school days. The mentoring assignment will afford the teacher intern the same confidentiality of district mentors. The role of the mentor is non-evaluative and should support the skills necessary for teacher improvement.

- Teachers new to Islip and in their first year of teaching and holding an initial certificate who are designated as in need of assistance may have an additional mentor assigned from the Islip Retired Teachers Association. The compensation will be $150 per day with a limit of nine school days. The mentoring assignment will afford the teacher intern the same confidentiality expected of district mentors. The role of the mentor is non-evaluative and should support the skills necessary for teacher improvement.

- In the event a mentor with 'like' certification is unable to be affected or an applicant is not deemed acceptable by the Selection Committee, the Selection Committee may consider an Islip retired teacher as a mentor.

- Mentors who exceed ten training hours (six orientation training hours and four additional hours throughout the school year) may have the additional training considered for a half year Professional Performance Assessment (PPA) by their building supervisor or may be compensated at the contractual rate.

Program Review:

The selection committee shall review the components of the Islip School District Mentoring Program annually and make suggestions appropriate to its continued effectiveness.