

OCEANSIDE UNION FREE SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN 2017-2018

The Oceanside School District believes that all children can succeed with the appropriate support and guidance to meet their individual learning needs. The district also subscribes to the belief that an integral factor in improved student achievement is the skill and knowledge of the teacher. As delivery methods, technologies, and curricula change, we want to ensure our teachers are provided with the necessary professional development support. Therefore, our district is committed to providing a comprehensive staff development program that meets the specific needs of our professional staff and results in increased student achievement.

The following is the district's Professional Development Plan for 2017-2018. It reflects the regulations as articulated by the State Education Department, and was developed in collaboration with the Staff Development Policy Board. The key points of the regulations are as noted below.

The Professional Development Plan (PDP) is to be developed annually. It shall include:

- a needs analysis, goals, objectives, strategies and evaluation standards
- means by which the district will provide all teachers substantial professional development strategies directly related to student learning needs as identified in the school district report card and other sources as determined by school district and/or SED regulations
- teachers' expected participation in professional development which includes the estimate of average number of hours each teacher is expected to participate in professional development
 - CTLE requirements: teachers with Professional Certification and meet Continuing Teacher and Leader Education (CTLE) must complete 100 hours every five years – Appendix A
- alignment with New York State standards and assessments, student needs, and the Common Core Learning Standards (CCLS)
- articulation and collaboration among grade levels, departments, as well as teacher and administrator leadership
- an annual Needs Assessment to be administered in the spring of the school year, for which a 15-minute portion of a faculty meeting will be devoted for its completion
- continuous and sustained professional development that employs methods and approaches that are proven to be effective and meet continuing teacher and leader education (CTLE requirements) – See Appendix A
- activities designed to equip personnel to address students with specific learning needs

- the Teacher Leadership Competencies that offer teachers the opportunity to develop professionally through such activities as coaching, instructing professional development courses, Mentoring, and other activities
- a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities
- the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices

The Oceanside School District's Staff Development Policy Board has been charged by the Board of Education to serve as the district's Professional Development Planning Team. The Staff Development Policy Board (SDPB) membership consists of a majority of teachers with representation from all nine schools as well as representatives from PTA, private school, industry, higher education, administration, and the Board of Education.

The Professional Development committee affirms that the following standards will guide our work in planning and implementing professional development for our staff. We support and endorse the seven standards for professional learning developed by Learning Forward, the nationally-recognized organization devoted exclusively to professional learning.

Professional learning that increases educator effectiveness and results for all students:

- occurs within learning communities committed to continuous improvements, collective responsibility, and goal alignment
- requires skillful leaders who develop capacity, advocate, and create support systems for professional learning
- requires prioritizing, monitoring, and coordinating resources for educator learning
- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning
- integrates theories, research, and models of human learning to achieve its intended outcomes
- applies research on change and sustains support for implementation of professional learning for long-term change
- aligns its outcomes with educator performance and student curriculum standards

Source: Learning Forward

and...values the professional learning experience that fosters collaboration, discussion, and leadership.

OCEANSIDE SCHOOL DISTRICT

Professional Development Committee Members

2017-2018 PDP Members

<u>School #</u>	<u>Building Representative</u>
2	Charles Phelan
3	Renee Zebersky
4	Mary Prieston
5	Kathie Kelly/Joan Keegan
6	Cindy Lines
7	Jen Wolfe/Erin Gilrein
8	Kaitlyn Bagan/Amy Gigliobianco
9E	Eileen Bensen
9M	Rob Pittman

Administration

Dr. Phyllis S. Harrington – Superintendent of Schools
Diane Provvido – Assistant Superintendent for Curriculum, Instruction & Research
Dr. Jill DeRosa – Assistant Superintendent for Human Resources
Geraldine DeCarlo – Principal – School #7
Daniel Keegan – Assistant Principal – School #9M
Laurie Storch – Elementary Principal – School #8

Oceanside Federation of Teachers
Richard Roschelle/Robert Pittman

Board of Education
Sandie Schoell

Parent Representative
Lynn Woods

Higher Education
Dr. Albert Inserra – C.W. Post

Industry
M. Carolyn Hughes

OPDC Director: Betsy Weinman
OPDC Secretary: Rena Sharp

Staff Development has always been an integral part of the Oceanside professional culture. Staff development activities have included conference attendance, work with in-house consultants as well as with outside experts, project work, curriculum development, grade level and department meetings, attendance at local, state, and national conferences, and participation in Professional Development Center workshops, along with many other opportunities.

The district will provide tenured teachers with 40 hours of staff development. Approximately 30 hours will be provided using a combination of required Superintendent's Conference Days, grade level meetings or department meetings, and faculty meetings. An additional 10 hours will be fulfilled by attendance at district workshops, Professional Development Center courses, BOCES workshops, or graduate level courses in accordance with the teachers' contract. Non-tenured teachers are contractually required to engage in 20 hours of staff development, in addition to faculty and department/grade level meetings, resulting in approximately 50 hours of staff development over the course of the year.

Teachers are encouraged to exceed this minimum number of hours by taking courses to enhance their professional knowledge and development.

The district provides many opportunities for professional development during the school workday. These include but are not limited to the following options:

- Faculty, Building, Grade Level or Department Meetings

The district makes every attempt to have these meetings focus on improving the quality of teaching and learning.

- Common Planning and Preparation Periods

When administratively possible, the district will make every attempt to provide common preparation or planning time for teachers working together on interdisciplinary teams, projects, grade level or building initiatives.

- In-House Consultants

The district will continue to provide "push in" staff development and consultants who work with teachers directly in their classrooms.

- Conferences and Workshops

The district will continue to support teacher and administrator attendance at out-of-district workshops and conferences that address identified goals and objectives of the district or the individual teachers for the purposes of strengthening their professional knowledge and/or providing and sharing information/guidance, as appropriate.

- Superintendent's Conference Day(s)

The Superintendent's Conference Day will be planned with the support of the Oceanside Professional Development Center Policy Board.

- Professional Period

In accordance with the collective bargaining agreement, high school teachers are provided with one period daily to devote to professional development or student intervention.

Participants in professional development activities outside of the school day are eligible for in-service credit, graduate credit, or professional stipend depending on the activity and in accordance with the provisions of the collective bargaining agreement. Opportunities outside the school day or year include, but are not limited to the following:

- District Offerings: Teachers may participate in a variety of district sponsored professional development activities including curriculum area projects, district designed courses and/or workshops, collegial circles, or graduate level courses. Presenters in this program must address state standards, CCLS, district goals and/or desired student outcomes (see Appendix D). A course evaluation form for courses offered through OPDC or the Oceanside School District must be completed by teaching staff in order to receive credit.
- Oceanside Professional Development Center: The OPDC offers a variety of professional development opportunities for staff such as in-service and graduate level courses and collegial circles. The OPDC will offer Edmodo, Moodle, or Google Classroom-based courses for in-service credit that must include a minimum of 50% in-class meeting/lecture time.
- NBCT Cohort: Our school district, in concert with the Oceanside Professional Development Center, supports the participation of our teachers in the National Board Certification process.
- Video-Based Mentoring (Teaching Channel): Our school district supports the use of an online resource to Mentor new teachers and to share the expertise, knowledge, and models of effective instructional approaches, to enhance their professional learning and development.
- BOCES: The district works closely with Nassau BOCES and their affiliates to offer meaningful staff development opportunities outside of the school day.
- Institutions of Higher Education: Teachers may participate in courses offered by colleges or universities. They may apply for either in-service or graduate credit for courses in accordance with collective bargaining agreements.
- Online Course Offerings: The established online course approval process will continue to be in effect (see Appendix D). The following providers of online courses will serve as a trusted partner list: NYS Teacher Centers Online Academy (in-service), NYSUT courses, Nassau BOCES courses, SUNY courses, as well as other direct university courses.

Addressing the Needs of Students with Specific Learning Needs

Professional development activities are provided for all professional staff and supplementary school personnel who work with students with disabilities and/or ENL to assure that they have the skills and knowledge necessary to meet the needs of those students. The professional development activities include, but are not limited to, participation in:

- after-school workshops provided by district staff, administrators, Nassau BOCES, Oceanside Teacher Center
- summer institutes and training sessions
- conferences offered by professional organizations
- district-based training programs
- workshops, conferences and meetings scheduled for new teacher orientation, opening day conferences and Superintendent's Conference Day
- faculty and department meetings
- graduate-level courses offered on-site, online, or at local universities

In planning the professional development program for all staff and supplemental support personnel, the District assures that various topics related to working with students with disabilities are addressed, including IEP development and implementation, CSE procedures, testing accommodations, research-based interventions, differentiating instruction, curriculum adaptations, co-teaching methodologies, behavior management, applied behavior analysis, language acquisition, instructional technology, social skills development, disability awareness, and other related skills.

District Goals

The district has identified goals and objectives for the 2017-2018 school year. These goals and objectives were based on:

- an analysis of the Needs Assessment developed in collaboration with the Oceanside Professional Development Center
- Professional Development Impact Reports/workshop evaluations
- School Report Card/data analysis
- New York State Learning Standards and Regulations
- Common Core State Standards

Teacher Leadership

Teacher Leadership

Oceanside's Professional Development Plan represents our core belief that teacher leadership plays an integral role in developing successful programs and ensuring student success. Our plan includes various opportunities for teachers to assume leadership roles and by doing so, sharing

accomplished practice and positively impacting the professional learning of others. We have highlighted numerous pathways to leadership below. These pathways, among others, reflect our firm belief in the important role teacher leaders play in our quest for the advancement of teaching and learning in our educational community. We remain steadfast in our commitment to further developing and cultivating opportunities for teacher leadership.

Pathways to Leadership

Mentoring:

Our mentoring program uses face to face and video observations through which mentors work as a cadre offering multiyear support to probationary teachers. Our teacher induction program recognizes the strength of seasoned teachers, including Nationally Board Certified Teachers (NBCTs), as leaders in delivering the mentoring. The Mentor Selection Process starts at the school level, and is a true partnership with district leadership.

PD Facilitators:

Our teachers participate in hours of professional development (PD) as a means to strengthen their practice throughout their career. This Professional Development Plan outlines the various types of professional learning we offer, which includes a robust PD Catalog and staff development days. Teacher leaders play an integral role in providing this professional development. In addition, we have established **Teaching & Learning Coaches** who dedicate their time to the advancement of district goals regarding pedagogy and curricula. They support accomplished teaching through peer coaching and the purposeful sharing of best practices.

Grants:

We apply for and have received multiple grants to support our work with NBCTS, Mentoring and our NYS Professional Development Center. This enables us to further utilize the strengths and knowledge of our teacher leaders for innovative work with curricula and to refine teaching and learning. This also allows for supporting vertical articulation and ideas for special projects that emanate from teacher leaders.

Outreach:

Our administration and teaching staff are supported as they create, share and deliver presentations and staff development at local, regional, state, and national conferences. We aspire to ignite new ideas and strive to master cutting edge teaching protocols.

Research Opportunities:

Teachers may choose to engage in action research projects with students, staff, and/or pre-service educators. We have aligned ourselves with several institutions of Higher Education in novel approaches to pre-service and new service training and support. The joint efforts inform all stakeholders as we develop new techniques to develop the highest level of pedagogy possible.

OCEANSIDE UNION FREE SCHOOL DISTRICT

Oceanside, New York

Oceanside Mentoring Program

The Oceanside School District adheres to State Education Regulation (8NYCRR §102.2[dd]) that a Mentor be provided for new teachers who hold initial certificates and are new to the field of education. Therefore, in accordance with the Oceanside Tenure Attainment Plan, a Mentoring Program has been established for all new teaching staff, including those teachers who have experience and are new to the Oceanside School District. This plan reflects APPR, the Oceanside Teacher Leadership Continuum, the NYSUT Alignment of APPR and National Board Certification, and the National Board's framework What Teachers Should Know and Be Able To Do.

The purpose of the Oceanside Mentoring Program is to increase the numbers of Resident Teachers who attain tenure and to improve the Resident Teacher's capacity to assist students to achieve success, with respect to the NYS Learning Standards. This pathway to tenure attainment is part of a career trajectory, in which all teachers have access to the skills of accomplished practice.

*Accomplished Teachers have demonstrated:

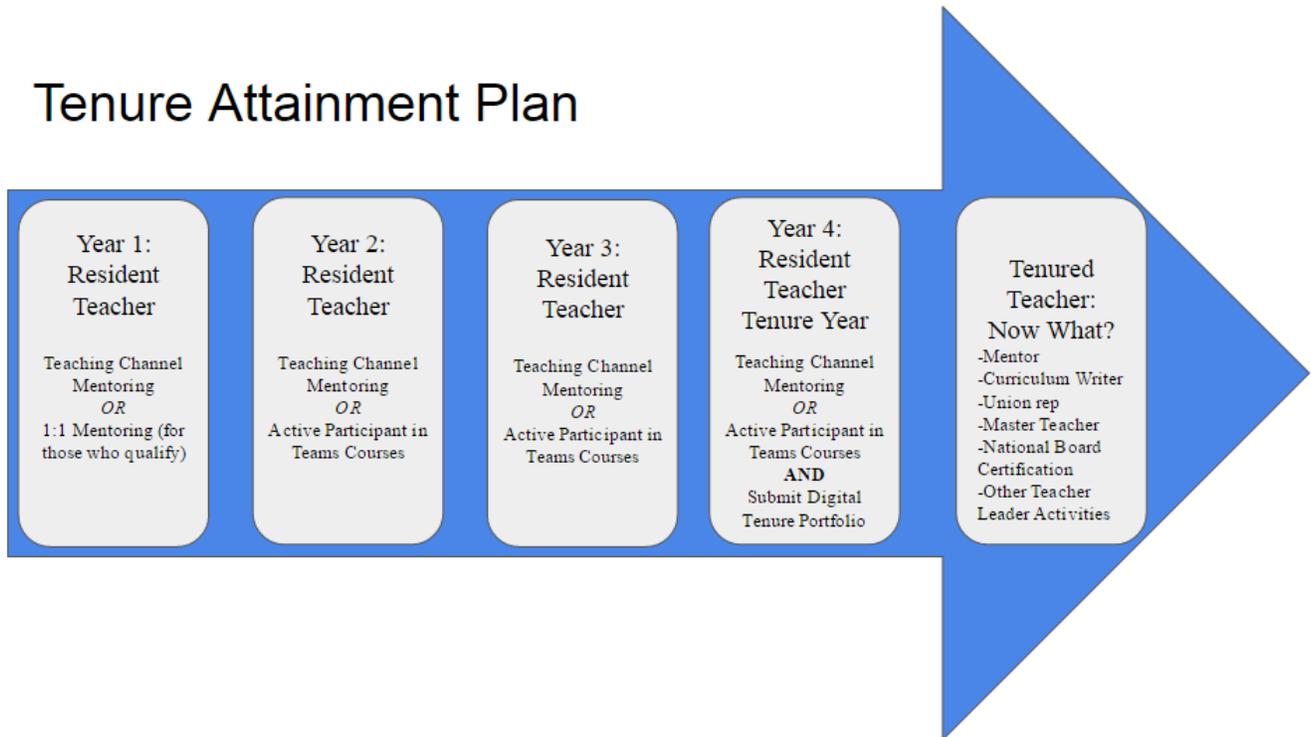
- Commitment to Students and their Learning,
- Knowledge of the subjects they teach and how to teach those subjects to students,
- Responsibility for managing and monitoring student learning
- Systemic thinking about their practice and learn from these experiences, and
- Membership in a Learning Community.

It is the goal of the Oceanside School District to provide support for teachers along the Tenure Attainment Plan and the pathways to teacher leadership, developing our Resident Teachers to reflective tenured faculty, creating pathways for accomplished teaching and National Board Certification, and supporting the growth of our Teacher Leaders as School Leaders.

In the first year of employment, all Resident Teachers and full-year regular subs are required to participate in the Mentoring Program on the Oceanside Teaching Channel Teams private online platform. Resident Teachers will be paired with a trained and skilled Mentor.

In years 2-4, Resident Teachers may continue with the mentoring program or, with supervisor approval, opt into the Teaching Channel Teams courses. (See the graphic below.)

Tenure Attainment Plan



Teachers who would like to be Mentors are selected by an application process. Eligible candidates include both NBCTs and Accomplished Teachers who will serve as leaders and models for continued professional development and accomplished practice.

Components of the Oceanside Mentoring Program

The Oceanside Mentoring Program has two layers:

- 1) All Resident Teachers are assigned a Mentor with the Oceanside Mentoring Program.
- 2) Some Resident Teachers will qualify for focused support with a 1:1 Mentor according to NYS regulations. 1:1 Mentors are assigned at the Assistant Superintendent's discretion to those first year teachers who are new to the field of education and who received their initial teaching certification after 2/2/2004.

General Requirements of the Oceanside Mentoring Program for All Resident Teachers

To meet the state requirements for mentoring, all Resident Teachers must:

- Resident Teachers must attend all mandated mentoring PDPs and mentoring roundtable sessions.
- Resident Teachers must submit 5 videos of their teaching practice to their private mentoring group on Teaching Channel.
- Resident Teachers must thoughtfully and consistently interact with their Mentor through on-going, two-way discussions.
- Satisfactory completion of requirements is necessary to meet the NYS certification mandates and receive district PD hours.

General Requirements of the Oceanside Mentoring Program for All Mentors

To meet the state requirements for mentoring, all Mentors must:

- Attend all mandated mentoring PDPs.
- Thoughtfully provide feedback on all videos posted by Resident Teachers using feedback protocols.
- Engage in on-going, two-way discussions with Resident Teachers.
- Mentors will receive a yearly stipend of \$750.
- NBCT Mentors may participate in additional turn-key training with Mentoring Liaison and/or Program Coordinators. Then NBCT Mentors will lead mandated mentoring roundtable sessions around their trained area.
- Mentors must communicate with Mentoring Liaison and/or Program Coordinators when deadlines for videos are not met.

General Provisions of the 1:1 Mentoring Program for Qualifying Resident Teachers

1:1 Mentors are assigned to first year teachers who are new to the field of education, and who received their initial teaching certification after 2/2/2004. Resident Teachers assigned a 1:1 Mentor must complete all of the requirements as detailed in the General Requirements of the Oceanside Mentoring Program as delineated above *AND*,

- 1:1 Mentors and Resident Teachers are required to meet a minimum of one hour per week beyond the school day.
- At the elementary level, coverage will be provided in order to enable classroom inter-visitations, to discuss the teaching and learning process, and to discuss issues of concern as they arise. Release time will be provided for the elementary 1:1 Mentors and Resident Teachers.
- At the middle and high school level: Mentors will be released from two duty periods per week.
- Sign off on the 1:1 Log for Mentor Teacher/Resident Teacher and maintain for professional records. See Appendix C.

General Provisions of the 1:1 Mentoring Program for 1:1 Assigned Mentors

1:1 Mentors are assigned at the Assistant Superintendent's discretion to first year teachers who are new to the field of education, and who received their initial teaching certification after 2/2/2004. Resident Teachers assigned a 1:1 Mentor must complete all of the provisions as detailed in the General Provisions of the Oceanside Mentoring Program as delineated above *AND*,

- Maintain a signed log of all meetings with the 1:1 Resident Teacher to submit to the District Office. See Appendix C.
- 1:1 Mentors will receive a maximum annual stipend of \$1500, prorated if beginning after the start of the year.

Role of All Mentors

The primary role of the Mentor is to provide support to the Resident Teacher. This support shall consist of elements such as:

- Assisting in the identification of the Resident Teacher's needs
- Familiarizing the Resident Teacher with school-based and district-wide routines, procedures, requirements
- Sharing common planning time whenever possible to assist the Resident Teacher in presentation,

pacing, and effective communication skills

- Discussing informal classroom inter-visitations or videos posted in Teaching Channel mentoring groups
- Modeling effective strategies and communication
- Serving as a coach and supporter of the Resident Teacher
- Acting as a confidential, objective, collegial coach
- Understanding of the stages of development of a new teacher
- Engaging in reflective practice as a Mentor, thus participating in the evaluation of the Mentor program and his/her own effectiveness as a Mentor

In addition, the Mentor will work with the Resident Teacher in the following areas:

- Documenting Professional Practice
- Student Record Confidentiality
- Lesson Planning
- Record Keeping
- Observation and Evaluation Process
- Use of Computer Technology
- Behavioral Strategies
- Classroom Management
- Use of Equipment
- Reflective Practice
- Learning Styles Inventory
- Parent Meetings/Conferences
- Parent Communication –verbal vs. written
- Differentiated Instruction
- Authentic Assessment
- Literacy – District Adoptions/Programs
- Integrated co-teaching model, ELL
- IEPs, CSTs, CSEs, Section 504s, Report Cards, AIS, modifications
- Forms (Conference, Referrals, etc.)

Confidentiality

The primary role of the Mentor is to provide support. The program consists of elements such as: sharing of ideas, coaching, and reflective dialogue techniques. The program requires a commitment of time and energy to help the Resident Teacher grow professionally. It is not the Mentor's role to formally evaluate the Resident Teacher at any time. Any information obtained by the Mentor is completely confidential between the Mentor and Resident Teacher and will not be shared with supervisors/administrators, nor will it be used in the evaluation of the Resident Teacher. Supervisors/Administrators will be instructed not to expect responses from Mentors concerning their work with Resident Teachers unless withholding the information would pose a danger to the life, health, or safety of students or school staff, where information emerges that the new teacher has been convicted of a crime, or where information emerges that raises a reasonable question regarding the new teacher's moral character.

Criteria for Mentor Candidates

Mentors in the Oceanside Mentoring Program must be tenured and demonstrate accomplished teaching practice.

- A proven track record of student success
- Leadership and collegiality among their colleagues
- The ability to establish a comfortable, confidential setting with new teachers
- Effective interpersonal skills with colleagues, students, parents, and administrators
- The ability to develop objective ways of talking to Resident Teachers in a non-judgmental, analytic, and reflective manner
- A willingness to acquire and share new ideas

There are two pathways for becoming a Mentor:

Pathway 1: NBCT Pathway

Mentors must demonstrate:

- Attainment and maintenance National Board Certification (NBCT status)
- Completion of a 3-hour course on Mentoring Guidelines by the Mentoring Liaison.
- Completion of a 1-hour course in the use of Teaching Channel for video mentoring

OR

Pathway 2: Trained Mentor Pathway

Mentors must demonstrate:

- Five years of teaching experience
- The completion of the Elements of Effective Instruction course
- The completion of a 8-hour course on Mentoring to be given by the district during the spring/summer
- Completion of a 2-hour course in the use of Teaching Channel and feedback protocols for video mentoring

Selection Process for All Mentors

Each spring, the District Office will send out annual mentor applications to all trained mentors to apply to be a Mentor for the following school year. Interested candidates may complete components of the training during the summer before mentoring begins. The Mentor Liaison will present overview of mentoring and key qualities of effective mentors at the spring Team for Educational Articulation meeting (with all Shared Decision-Making Teams together). The District Office will distribute all submitted mentor applications for review by building Shared Decision-Making Team with administrative and teacher members only. Shared Decision-Making Team reviews applications and provides recommendations as to which mentors would best support their resident teachers. The Shared Decision-Making Team reserves right to interview candidates. The Shared Decision-Making Team sends approved mentor recommendations to the PDP Mentoring Subcommittee for selection. The PDP Mentoring Subcommittee reserves the right to interview candidates. The PDP Mentoring Subcommittee approves final Mentor-Resident

Teacher matches based upon Shared Decision-Making Team recommendations as close to the start of school as possible, and prior to the September Mentoring Kick-Off meeting.

Those teachers selected as Mentors demonstrate:

- Mastery of pedagogical skills
- Knowledge of Learning Styles
- Use of instructional technology
- Successful strategies in classroom management
- Use of differentiated instruction within the classroom to meet the needs of all students; i.e., at-risk, special needs, gifted, ELL, etc.
- Knowledge of the application of brain based teaching to classroom instruction and student success
- A personal commitment to lifelong learning
- A personal vision of high quality education
- A strong commitment to one's professional growth by participating in related workshops and involvement in the school community
- Knowledge of current research, standards based teaching and assessment

Mentor Training

Every effort will be made to provide training for all Mentors during the spring/summer. Mentor training will be offered for either in-service credit or pay*. Course content will reflect the Master Teacher Mentoring Program and include:

- Documenting Professional Practice
- Confidentiality
- Non-Evaluative Observation Techniques
- Methods of Modeling
- Adult Learning Theory
- Coaching Competencies
- Keeping Weekly Logs
- Reflective Practice
- Learning Styles Inventory
- Elements of Effective Instruction
- Coaching Competencies
- Technology in Education
- Working with a Resistant Teacher
- Brain Based Teaching

Role of Mentoring Liaison & Program Coordinator(s)

A teacher will be assigned by the OFT as Mentoring Liaison and teachers(s) will be assigned as Mentoring Program Coordinators. These teacher(s) will be available as a consultant(s) to Mentors and will conduct meetings during the year, for a minimum of six hours, to include Mentors and/or Resident Teachers. These meetings will be scheduled outside the school day. They will work closely with the Assistant Superintendent for Curriculum, Instruction and

Research and with the OFT. The compensation for these positions will be the crediting of 6 non-mandated hours of staff development.

Role of the Principal

Each principal plays a key role in the Oceanside Mentoring Program as a guide, coach, motivator and director of stakeholders toward a common goal. The principal can provide support by:

- Developing schedules for Mentors and Resident Teachers which will provide, whenever possible, common planning time, and opportunities for observations
- Serving as a source of information regarding operation of the building, completion of forms, and general practices of the district
- Assisting members of the staff in understanding the importance of confidentiality within the Mentor Program
- Participating in the original screening committee of the Mentor Program
- Providing guidance and support for the Mentor Program and by encouraging excellence in teaching

Program Evaluation

The purpose of the program evaluation is to determine the effectiveness of the Mentoring Program. The evaluation will consider the impression of the program's participants as well as their personal and professional growth.

The district will assess the extent to which the program has benefited both Mentors and Resident Teachers in the following ways:

- Mentors and Resident Teachers will review their annual growth.
- Written evaluations will be completed by Mentors and Resident Teachers.
- Reflective and open-ended evaluations will be conducted through informal dialogue and formalized group discussions facilitated by the Mentoring Coordinator(s) for the purposes of program continuation and growth, need for change, and future planning.

The effectiveness of the district's implementation of essential components of the Mentor Program will be assessed in the following ways:

- Release time configurations will be studied and analyzed to identify the most optimal type of configuration. This will be done through surveys and questionnaires.
- Problems with scheduling will be worked out in conjunction with appropriate supervisors as the need arises.
- Constant feedback will be sought by the principal in order to determine the effectiveness of the scheduling in an attempt to maintain continuity of instruction.

Appendix A
Oceanside School District
Continuing Teacher & Leader Education (CTLE)

Who falls under the CTLE mandate and what is their requirement?

Educators with *Permanent* Certification:

These are educators who ARE NOT subject to the CTLE requirement, but ARE subject to the registration requirement, which means:

- **They must register on TEACH on or before their birthday THIS year (16-17)**
 - In addition to notification via a district email and faculty bulletins, teachers will be prompted on MLP before their birthday, which directs them to the Teach site
- **They must register every five years after that**

Educators with *Professional* Certification:

These are educators who ARE subject to the CTLE requirements, which means:

- **They must register on TEACH on or before their birthday THIS year (16-17)**
 - In addition to notification via a district email and faculty bulletins, teachers will be prompted on MLP before their birthday, which directs them to the Teach site
 - **They must register every five years after that**
- **They must participate and show proof of 100 hours of professional development every 5 years**
 - 15% must relate to ENL (15 hours over 5 years)

CTLE Requirements DO NOT apply to non-teaching certificate holders such as:

- Psychologists
- Social workers
- Nurses

How will OSD teachers (*professional* certificate holders) obtain proof that they have met their CTLE 100 hours in 5 years requirement?

- OSD meets the SED requirement of maintaining records for 8 years via MLP.
- As of February 1, 2017, all PDP workshop participants have access to printing the CTLE Certificate of Completion via MLP for workshops taken.

Teacher's Obligations: Henceforth, teachers must retain a paper copy for their own records of all certificates of completion for PDP workshops, grade level meetings, department meetings, Faculty Meetings and Staff Conference Days they attended. Grade level, Faculty and Department Meetings and Staff Conference Day certificates will be available on MLP each year in June.

Teachers must keep track of their own hours and ensure that they meet the 100 hour requirement.

Appendix B

OCEANSIDE UNION FREE SCHOOL DISTRICT
TEACHING CHANNEL MENTOR VIDEO LOG

Please submit a copy of your Teaching Channel video log to the Curriculum Office when you have completed reviewing your 5 required videos. Your completed log and voucher must be submitted to in order for your payment to be processed. **All discussions between Mentor and Resident Teacher reflect the Resident Teacher's needs and the focus areas of the tenure attainment plan and mentoring meetings.**

RESIDENT TEACHER NAME _____ School _____
MENTOR'S NAME _____ School _____

DATE	Video Title

Mentor Signature & Date _____

Resident Teacher Signature & Date _____

Mentoring Liaison(s) Signature & Date _____

Assistant Superintendent & Date _____

Appendix C

OCEANSIDE UNION FREE SCHOOL DISTRICT
Log For 1:1 MENTOR TEACHER/RESIDENT TEACHER

Please submit a copy of this log on the last day of each month to your building principal and keep a copy for your files. All completed logs and voucher must be submitted to the Curriculum Office at the end of the Mentoring process for payment. **All discussions between Mentor and Resident Teacher reflect the Resident Teacher's needs and the focus areas of the tenure attainment plan and mentoring meetings.**

RESIDENT TEACHER NAME _____ School _____

MENTOR'S NAME _____ School _____

Date	Time	Mentor's Initials	Resident Teacher's Initials

Principal Signature & Date _____

Mentor Signature & Date _____

Resident Teacher Signature & Date _____

APPENDIX D

Memo

To: All Staff

From: TBD, Assistant Superintendent for Curriculum, Instruction & Research
Betsy Weinman, Director – Oceanside Professional Development Center

Date: September 2016

Re: Online Courses

Based upon an agreement between the Staff Development Policy Board and the District, we would like to outline the use of online courses as part of your career development plan and the process by which we will ascertain if an online course provides a high quality of professional development and rigor.

1. A maximum or **four** online courses will be allowed per year with a limit of one registered course during each of the following periods:

September-January February-June July and/or August (2 courses)

2. Prior to registering for an online course you must have your supervisor, director or principal sign off that it is relevant to your career development plan on the attached form.

If approved, the form must then be filled out and the following required items attached:

- Course syllabus and/or scope & sequence
- List of required readings
- Evidence of weekly assignments and course expectations
- Learner outcomes that will impact classroom practice
- Resource and websites that are one click, active links, relevant to course and adhere to copyright laws
- Evidence of opportunities for consultation with instructor
- Provide organization credentials clearly identifiable, having university affiliations and/or BOCES or Teacher Center approval

In addition, for your own edification, you should look for courses with online instructor availability, technical support/help desk, prerequisite skills listed that are needed to be successful, and participator satisfaction ratings.

3. The completed attached form and bulleted items should be sent to the Oceanside Professional Development Center at School #6. The course will be reviewed by a Staff Development Policy Board (SDPB) Committee (composed of two teachers and two administrators) and a determination will be made for approval.

4. You will be notified by the SDPB if the course has been approved. If approved, you may then register it on My Learning Plan for final approval.

All courses that have been approved will be listed on the Oceanside Professional Development Center website (www.oceansidepdc.com) and will be approved for others in the future without going through the preceding process. They still must, however, be approved by the staff member's supervisor, director or principal as being appropriate to his/her career development plan, as with any other course.

Once again, we all share the common goal of making staff development productive and of high quality, with the result of improved student learning, growth and development.

OCEANSIDE ONLINE COURSE APPROVAL FORM

Reminder: A maximum of **four** online courses will be allowed per year with a limit of one registered course during each of the following periods:

September-January February-June July August

Name: _____

Grade/Subject and School: _____

Date: _____

Title of Course: _____

Course Dates: _____

Credits or Hours _____

Relationship of Course to
Practice: _____

Approved: Principal, Director or Supervisor

Please attach the following documentation to the form and send to the Oceanside Professional Development Center at School #6:

- Course syllabus and/or scope & sequence
- List of required readings
- Evidence of weekly assignments and course expectations
- Learner outcomes that will impact classroom practice
- Resource and websites that are one click, active links, relevant to course and adhere to copyright laws
- Evidence of opportunities for consultation with instructor
- Provide organization credentials clearly identifiable, having university affiliations and/or BOCES or Teacher Center approval

You will be notified by email if the online course has been approved or not by the Online Staff Development Policy Board Evaluation Committee. If approved, you may then register for the course on My Learning Plan. If disapproved, the reason will be stated in the email.

DO NOT WRITE BELOW THIS LINE

Approved _____ Disapproved/Reason _____

APPENDIX E
Oceanside School District
Oceanside Professional Development Center
Professional Development Application
2015-2016

Date: _____

Submitted by: _____ Department: _____

****MANDATORY Supervisor Approval** _____

Workshop Title:	Time/Total Hours:
Audience	Dates:
Max # of Participants	Location:

Please identify the following for us:

This workshop is designed to be:

- **Mandated**
- **Non-Mandated**

This professional development is designed to:

- **Inform**
- **Address**
- **Provide Practice**
- **Provide Resources**

Danielson Domains & Components Addressed:

(Circle One)

- | | |
|--|------------------------------|
| · Planning & Preparation | Component A B C D E F |
| · Classroom Environment | Component A B C D E |
| · Instruction | Component A B C D E |
| · Professional Responsibilities | Component A B C D E F |

This professional development targets:

- **The Common Core Learning Standards**
- **State or National Standards**
- **Curriculum**
- **Use of technology**
- **Use of software**
- **Other (please describe target):** _____

- **Description:** Include a complete description of the course:
