Babylon Professional Development Plan

District Name: Babylon Union Free School District
BEDS Code: 58-01-01-03-0000
Superintendent: Mrs. Linda J. Rozzi
Address: 50 Railroad Avenue
Babylon, New York 11702

Phone: (631) 893-7925
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Years Plan is effective: 2018-2019

Composition of Professional Development Plan Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Linda J. Rozzi</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>Daniel D’Amico</td>
<td>Assistant Superintendent for Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>Carol Dell’Erba</td>
<td>Board of Education Liaison; Parent Representative</td>
</tr>
<tr>
<td>David DiLeo</td>
<td>District Director of Technology and Accountability</td>
</tr>
<tr>
<td>Travis Davey</td>
<td>Principal: Babylon Elementary School</td>
</tr>
<tr>
<td>Stephen Goldberg</td>
<td>Principal: Babylon Memorial Grade School</td>
</tr>
<tr>
<td>Al Cirone</td>
<td>Principal: Babylon Junior / Senior High School</td>
</tr>
<tr>
<td>Claire Reilly</td>
<td>Teacher / Director of Practical Arts (HS)</td>
</tr>
<tr>
<td>Keith Fasano</td>
<td>Special Education Teacher 7 – 12</td>
</tr>
<tr>
<td>Kerrin Brennan</td>
<td>AIS Math Teacher (GS)</td>
</tr>
<tr>
<td>John Michele</td>
<td>Teacher / Curriculum Coordinator of Mathematics</td>
</tr>
<tr>
<td>Robin LaBarbera</td>
<td>1st Grade Teacher (ES)</td>
</tr>
<tr>
<td>Yani Rodriguez</td>
<td>1st Grade Teacher; BTA Representative (ES)</td>
</tr>
<tr>
<td>Jennifer Brown</td>
<td>3rd Grade Teacher (GS)</td>
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</tbody>
</table>

There are three schools in the Babylon district:
Babylon Elementary School (ES)– Grades K-2
Babylon Memorial Grade School (GS)– Grades 3-6
Babylon Junior-Senior High School (HS)– Grades 7-12
Preface

In September 1999, the New York State Board of Regents approved an addition to the Commissioner's Regulations relating to professional development. This regulation requires that school districts convene a Professional Development Committee to write a District Long-Range Professional Development Plan for implementation by September 2000.

The specific components of the Commissioner's Regulations relative to this issue include the following:

As of September 1, 2000, and annually thereafter, districts will adopt a Professional Development Plan, the purpose of which shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and to meet the learning needs of their students.

Plans developed after February 2, 2004 shall describe how the district will provide teachers and school leaders holding a professional certificate with opportunities to maintain the validity of their certificates based upon successfully completing 175 hours of professional development every five (5) years. All staff who hold a Teaching Assistant III are required to complete 75 hours over a five (5) year period to maintain their certificate. The professional development needs of other members of the school community will also be addressed to ensure continuous learning and create conditions necessary for closing the achievement gap and improving the achievement of all students.

The plan shall be developed through collaboration with a professional development team.

The team shall include the superintendent or his/her designee; school administrators designated by their collective bargaining association; teachers designated by their association; at least one parent; one or more curriculum specialists; and at least one representative of a higher education institution.

Each year, the Superintendent shall certify to the Commissioner that the requirements of this regulation have been met and that the district has complied with the plan applicable to the current school year.

Mission Statement

The overall mission of the Babylon School District Professional Development Plan is to provide opportunities for teachers and staff to critically examine and implement best practices in order to foster lifelong learners who are responsible members of a global community.
Goals

The goal of the Babylon School District Professional Development Plan is to improve the quality of teaching and learning in the District by ensuring that teachers, school leaders and teaching assistants participate in ongoing and sustained professional development in order to remain current with best practices and to meet the learning needs of all students.

The committee has determined that Professional Development should:

- Align to District Goals
- Develop from a needs assessment
- Align to the Common Core Learning Standards
- Relate to the professional goals of individuals and groups
- Reflect student achievement data
- Relate to individual student learning needs
- Be focused, purposeful and differentiated
- Support interdisciplinary teaching
- Comply with governing documents

Needs/Data Analysis for Professional Development Plan

Following are the sources used to conduct the needs analysis for professional development in the Babylon School District:

- New York State District and School Report Cards
- BEDS
- Local and National Assessment data
- APPR
- Teacher Surveys
- District Technology Plan
- Academic Intervention Services Plan
- Special Education Review
- Interviews with stakeholders
- Student Attendance Rates
- Graduation and Drop-out Rates
- Additional sources may be considered as needed
DISTRICT RESOURCES

Following are the sources used to implement the Professional Development Plan:

Fiscal Resources:
- District budget
- Federal, State and Local grants

Staff Resources:
- District and School leaders
- Curriculum developers/writers
- Content specialists
- Exemplary teachers

Providers:
- Institutions of higher education
- BOCES (Nassau, Western Suffolk, Eastern Suffolk)
- SCOPE
- NYSUT
- ASSET
- Teacher Centers
- Professional development institutes
- Professional associations
- Consultants
- Other

Community:
- Local employers
- Community-based organizations
- Parent-Teacher Associations
- Benefactors
**District Priorities**

**Priority 1: Instruction and Learning**
The District will provide students with a rigorous, coherent, and aligned K-12 curriculum that values authentic learning experiences with the goal of increasing achievement for all students and narrowing the achievement gap.

<table>
<thead>
<tr>
<th>Identified Need</th>
<th>Implementation Strategy</th>
<th>Facilitator</th>
<th>Opportunity</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing support of Teachers College Reading and Writing Program</td>
<td>Create an ELA Curriculum Calendar and provide all K-6 staff members with training in Reading and Writing Workshop.</td>
<td>Teachers College</td>
<td>ES 10 days on-site training</td>
<td>Classroom Observations</td>
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<tr>
<td></td>
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<td>GS 10 days on-site training</td>
<td>Stakeholder Feedback</td>
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<td></td>
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<td>Jr. HS 5 days on-site training</td>
<td>Student Work</td>
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<td>Off-site training</td>
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<td>Lead teacher cohort</td>
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<td>Next Gen. Science Standards and new K-2 NGSS aligned science kits</td>
<td>Send lead teachers and STEAM teachers to training and return to turnkey</td>
<td>Western Suffolk BOCES</td>
<td>As offered through BOCES turnkey to occur during grade level meetings.</td>
<td>Stakeholder feedback Observations</td>
</tr>
</tbody>
</table>

**Priority 2: Safe School Climate**
The District will support and sustain a safe, nurturing, respectful learning and work environment for all students and staff.

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<tr>
<td>Jr. Sr. HS SEL / Mindfulness</td>
<td>Begin to explore research and programs</td>
<td>Curriculum Committee</td>
<td>TBD</td>
<td>Stakeholder Feedback</td>
</tr>
<tr>
<td>District Wide Mastery Learning</td>
<td>Begin to explore research and programs</td>
<td>Curriculum Committee</td>
<td>TBD</td>
<td>Stakeholder Feedback</td>
</tr>
</tbody>
</table>
Priority 3: Fiscal Health & Responsibility
The District will continue to provide an educationally sound and fiscally responsible budget that supports students in achieving the mission of the district, one that increases efficiencies, maintains and enhances quality programs reflective of our community to ensure strong support for our public schools.

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Priority 4: Technologically Advanced Schools
The District will develop a multi-year technology plan; part of this plan will seek to expand the infrastructure needed to support dedicated, high speed connections that provide better access to innovative digital technologies and teaching/learning opportunities in a technologically advanced world.

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<tr>
<td>District Wide Training in the Microsoft District Adopted Applications</td>
<td>This is the first year of the one to one initiative. Different options and opportunities for training will be offered throughout the year.</td>
<td>Director of technology and trained staff</td>
<td>In house training during and after school. Two sessions of after school offerings</td>
<td>Survey Stakeholder Feedback</td>
</tr>
</tbody>
</table>
**Priority 5: Professional Development**
The District will promote professional learning opportunities that provide professionals with the support to foster continuous growth, innovation, and collaboration in their craft. Meaningful professional development will champion effective teaching with the strong belief that this is the true path to student achievement.

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**Priority 6: Community Relations & Communication**
The District will make available timely and useful information to engage the Babylon community in meaningful ways, promoting public trust and greater involvement of stakeholders that support the district’s mission on education.

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MENTORING: ELEMENTS OF THE MENTORING PROGRAM

Rationale
Under Part 80-3 of the commissioner’s Regulations related to the revised teacher certification regulations, districts are required to provide a one-year mentoring experience to new teachers as part of the District’s Professional Development Plan, beginning September 2004. Candidates seeking a professional certificate shall be required to participate in a mentoring program in their first year of employment as prescribed in Part 100, unless the candidate has successfully completed two years of teaching experience prior to such teaching in the public schools.

Definition
Under the No Child Left Behind Act, Teacher mentoring means activities that consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers that are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills. This should be part of an ongoing developmental induction process that involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education. This may include coaching, classroom observation, team teaching, and reduced teaching loads, and may include the establishment of a partnership by a local educational agency, a teacher organization, or another organization.

The Babylon Mentor Program shall provide one mentor for each new teacher. The mentor should, when possible, hold the same certification as the probationary professional. All mentors will participate in training paid by the District during regular school hours. If training is required outside the school day, each mentor will be compensated with a choice of 1 in-service credit for the full session or $39 per hour. The length of the training session will be determined by the school district.

All available mentor positions shall be appropriately posted in all buildings. The selection of the mentor shall be made upon mutual approval of the Superintendent of Schools and the BTA President. In the event the Superintendent and BTA President cannot reach agreement, after a good faith effort, the Superintendent shall not be precluded from recommending an individual to the Board of Education, so as to fulfill the Board's legal obligations.

Mentors may not be supervisors. The discussions between the mentor and intern may not be used in any formal evaluation.

Each mentor will receive a stipend of $1000 or 3 in-service credits per semester. The choice of payment or in-service credit will be at the discretion of the mentor. Whenever possible a mentor will be provided with opportunities for in-class support. Conferences between the mentor and the intern shall be conducted outside the regular school day.
Continuing Teacher and Leader Education (CTLE) Requirements for CTLE Certificate Holders

CTLE certificate holder: 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 90 days or more in a single applicable school district, board of cooperative educational services (BOCES) or nonpublic school that is providing instruction pursuant to Education Law §3204(2) located in New York State. For purposes of this definition, the City School District of New York and any of its components shall be considered a single school district. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Permanent classroom teacher and school leader certificate holders practicing in New York State will be subject to Registration requirements, but will not be subject to CTLE.

Holders of Continuing Teaching Assistant certificates or Pupil Personnel Services (PPS) certificates, such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers, are not subject to Registration or CTLE requirements.
Acceptable Continuing Teacher and Leader Education (CTLE)

Acceptable CTLE must be taken from a sponsor approved by the Department. Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy and include any required study in language acquisition addressing the needs of English language learners as described in section 80-6.3 of Commissioner’s Regulations.

Acceptable CTLE must be conducted through activities designed to improve the teacher or leader’s pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Speech and Language Disabilities Professional Certificate Holders please note: Courses taken from an approved American Speech-Language Hearing Association (ASHA) CE provider are acceptable towards meeting CTLE requirements as long as they are documented with the ASHA CE Registry. One ASHA CEU equals 10 hours of CTLE.

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

Holders of Professional English to Speakers of Other Languages certificates or Bilingual Extension Annotations are required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

All other Professional certificate holders must complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Level III Teaching Assistant certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for English language learners.

For detailed information about the Language Acquisition Requirements, go to Language Acquisition Requirement Table.

<table>
<thead>
<tr>
<th>Suggested Activities for Meeting the CTLE Language Acquisition Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best Practices</strong></td>
</tr>
<tr>
<td>• Best practices for Bilingual Education (Dual Language and Transitional programs)</td>
</tr>
<tr>
<td>• Best practices for English as a New Language (ENL)</td>
</tr>
<tr>
<td>• Academic language and English Language Learners (ELLs)/Multilingual Learners (MLLs)</td>
</tr>
</tbody>
</table>
- Co-teaching strategies, structures and supports
- Effective literacy strategies for ELLs/MLLs
- Scaffolds that support ELLs/MLLs in mastering core content
- Home Language and literacy development
- Aligning instructional resources to meet the needs of ELLs/MLLs
- Lesson Planning using the Targets of Measurement (TOMs), Performance Level Descriptors (PLDs), and the Bilingual Common Core Progressions

### Identification, Placement, Assessment

- Identification procedures for ELLs/MLLs
- Response to Intervention (RtI) for ELLs/MLLs
- Identification and placement procedures for ELLs/MLLs
- Assigning credits and reviewing international transcripts
- Appropriate assessment procedures/approaches to ELL/MLL assessment
- Language Learning vs. Disability

### IEPs, Instruction, Students with Disabilities

- Integrating language and content instruction for ELLs/MLLs
- Meeting the needs of subpopulations of ELLs/MLLs (e.g., Students with Interrupted/Inconsistent Formal Education, ELLs/Students with Disabilities, Newcomers, Developing ELLs, Long Term ELLs, Former ELLs)
- Bridges training for Low Literacy SIFE
- Bilingual Common Core Progressions
- Best practices for working with ELLs/MLLs with an IEP
- Gifted and Talented ELLs/MLLs

### Home, Family, Community, Culture and Social

- Home language and literacy development in Bilingual Education programs
- Strengthening home/school communication
- Cultural responsiveness or cultural competency training for teachers and administrators
- Best practices on how to support and sustain ELLs’/MLLs’ social and emotional development needs, including creating a safe and supportive environment that is conducive to learning
- Supporting and strengthening family and community engagement
- Cultivating a multilingual school environment
- Using the home language to accelerate English Language Development
Exemption from the Continuing Teacher and Leader Education (CTLE)

Language Acquisition Requirements

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