

# INFORMATION BULLETIN

## PROFESSIONAL DEVELOPMENT PLANS

NYSUT has received questions and concerns from locals throughout the state regarding the ineffectiveness or absence of their district's Professional Development Planning process. Some districts that have developed Professional Development Plans have refused to include in that plan activities funded under the federal No Child Left Behind (NCLB) legislation. NYSUT has told the State Education Department it believes all professional development, regardless of funding source, should be included in the district's plan and overseen by the Professional Development Planning Committee. The State Education Department supports this thinking.

In a November 22, 2002 memo to District Superintendents and Superintendents of Big 5 City School Districts, New York State Education Department Deputy Commissioner Kadamus wrote:

**"We have received a number of questions about timing and funding under NCLB for professional development and the relationship to the state's requirement for Professional Development Plans. These plans are intended to guide all professional development in a district. Resources for professional development from federal funds should be used within the framework of your Professional Development Plans. This may be a good time for districts to consider updating their Professional Development Plans in light of the Title I and Title II funds that are available."**

The comment from Kadamus, "These plans are intended to guide all professional development in a district." is a critical development for local leaders and labor relations specialists.

In a letter to a NYSUT local president on the issue of the PDP, Assistant Commissioner Jim Butterworth advises PDP committees to work closely with school principals to implement the comprehensive professional development activities that have been planned. He also states:

**"All school districts are required to provide substantial professional development opportunities each year for teachers in their employ. If, after the Committee has met to develop the calendar of comprehensive professional development, the district refuses to implement the Plan, complainants should file a local written complaint to the superintendent that lists specific charges and suggests appropriate remedy. When issues cannot be resolved at the local level that may involve compliance with Commissioner's Regulations, an appeal may be filed under Section 310 of the State Education Law."**

Note: The Board of Regents recently adopted regulations governing the district based mentoring programs and are requiring district to include the mentoring program as part of the PDP. SED recently sent a memo to the field advising them to revise their PDP to include mentoring by June 1, 2004. See NYSUT Information Bulletin No. 200317, *District-Based Teacher Mentoring Programs* for details of this new requirement.

Note: In 2006 Section 100.2 dd iii was amended, see Advice to Local Leaders and NYSUT Information Bulletin *"Update on NYS' Implementation of the 2004 Individuals with Disabilities Education Act."*

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**Legal citations and abbreviations:**

- PDP: Professional Development Plans - District plan to be adopted by September 1, 2000, Subdivision (dd) of section 100.2, of Commissioner's Regulations and annually by September 1.
- 175 hour Professional Development requirement to be effective September 2004 as defined in Commissioners Regulation's 80-3.6
- SED: State Education Department
- NCLB: No Child Left Behind, Federal Title I Reauthorization
- CDEP: Comprehensive District Education Plan
- DCEP: District Comprehensive Education Plan in New York City
- NCLB Title II Needs Assessment Sec. 2122: Local Application and Needs Assessment
- ELT: Education and Learning Trust
- ETP: Effective Teaching Program

## Advice to Local Leaders:

- You must revise your current Professional development Plan (PDP) to include a description of the plan to address the new requirement for district based mentoring for new teachers. See NYSUT Information Bulletin No. 200317 for more details.
- The role of the PDP team is becoming even more important in light of the emphasis of professional development in the No Child Left Behind federal legislation. Find out your district's allocation in the following Titles and ensure that the professional development planned is part of and consistent with your district PDP. Also find out about other funding sources and special education plans that support professional development in your district.
- Obtain a copy of your district's current Professional Development Plan (PDP), if you don't already have one. It should be on file in your district office. If your district has not yet created a Professional Development Plan, contact your superintendent immediately to create a team to develop one. It may be part of your Comprehensive District Education Plan (CDEP).
- If your PDP is part of the district's CDEP, examine the document to be sure the PDP meets the requirements of subdivision (dd)(1)(ii) that states... "including the requirements related to collaboration with the professional development team in the development of the plan...". That is, the CDEP can contain the district's PDP only if the CDEP committee included a majority of teachers.
- Obtain a list of the current members of the PDP team. The regulations stipulate that the team shall have a majority of teachers designated by the teachers' collective bargaining organization. If this is not the case, appoint teachers to this important team.
- If your PDP team is not currently functioning, contact the superintendent for a meeting of the team, to review and update the current plan. Pay special attention to seats vacated by members who have retired.
- Appoint a member of your executive council to be the key person responsible for monitoring and tracking professional development activities in your district.
- Seek the collaboration of others who have knowledge of the professional development needs of teachers in your district including: in-district trainers or staff developers, local or consortium Teacher Center staff, union in-service committee representatives, and teachers who have been trained in the NYSUT Effective Teaching Program and AFT E R and D models.
- If you have a single district teacher center, your policy board has the composition required for the PDP. It makes sense for the policy board to also take on the role of PDP team. You could also consider appointing your Teacher Center Director to your PDP team and share your PDP with your Teacher Center Director to identify areas in which the Center can support your plan.
- The regulations require an annual review of the plan, with the superintendent certifying to the Commissioner that the requirements have been met. Contact your superintendent to ensure that the PDP committee is reconvened to conduct that annual review.
- School districts are required to provide 175 hours of professional development opportunities directly related to student learning needs for teachers holding Professional Certificates issued on or after February 2, 2004 within the "professional development period" (most often five years). Your PDP should specifically address how the district will meet this requirement. Begin the dialogue about this regulation now, since the regulation goes into effect in one year.
- NYSUT's Education and Learning Trust can assist you in developing your professional development plan and in meeting needs through course, workshops and customized services.
- New in 2006 – A district's PDP must now include a description of professional development activities provided to all who work with students with disabilities. See 100.2 dd 1 iii.

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITHIN NO CHILD LEFT BEHIND

- **Title I Part A: Improving Basic Programs operated by Local Educational Agencies**

Schools must use between 5 and 10 percent of their Part A allocations for professional development aimed at ensuring that all teachers are highly qualified by the end of the 2005-06 school year (the requirement changes to a simple 5 percent floor in 2004). Both LEAs and schools identified for improvement, for example, must use at least 10 percent of their allocations for professional development aimed at correcting the deficiencies that led to identification for improvement. Funds may be used to support on-going training and professional development to assist paraprofessionals in satisfying new NCLB requirements. A limited number of districts, identified by poverty rate and achievement scores are eligible to apply for Reading First federal grants which are called Reading for Results in New York State.

- **Title II Part A: Teacher and Principal Recruitment and Training**

Replaces Eisenhower Professional Development and Class Size Reduction programs. Funds can be used to provide professional development to improve the quality of the workforce. Title II, Part A provides grants to state and school districts (local educational agencies – LEAs), state agencies for higher education, and eligible partnerships for improving teacher and principal quality. States are authorized to use the funds for professional development programs; implementing mentoring programs; teacher retention and recruitment programs; supporting the training of teachers to better integrate technology; and providing assistance to teachers to meet certification, licensure or other requirements—including the National Board for Professional Teaching Standards.

- **Title II Part D: Enhancing Education Through Technology**

Consolidates current Technology Literacy Challenge Fund and the Technology Challenge Grant program. Districts must use at least 25 percent for professional development in technology. The district must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. Examples of professional development activities include but are not limited to:

- Accessing data to develop curricular and instructional materials;
- Enabling teachers to use the Internet and other technology to communicate with parents, other teachers, principals and other administrators;
- Enabling teachers to retrieve Internet-based learning resources; and
- Developing improvements in classroom instruction or in core curricular areas.

- **Title III Part A: Language Instruction for Limited English Proficient and Immigrant Students**

Part A Funds may be used to develop capacity to provide high quality instructional programs for LEP students using professional development.

- **Title V: Part A: Innovative Programs**

Innovative assistance program funds may be used to support a wide variety of professional development activities for teachers related to high quality teaching, school reform and technology. New allowable activities include, among other things: professional development and class-size reduction activities; charter schools; community service programs; consumer, economic, and personal finance education; public school choice; programs to hire and support school nurses; school-based mental health services; alternative education programs; prekindergarten programs; academic intervention programs; programs for CPR training in schools; smaller learning communities programs; activities to advance student achievement; programs and activities that use best practice models; same-gender schools and classrooms; service-learning activities; school safety programs; programs that use research-based cognitive and perceptual development approaches and rely on a "diagnostic-prescriptive model" to improve students' learning; Title I supplemental educational services; magnet schools; dropout prevention; gifted and talented education; and parental and community involvement.

- **Title VI Part B: Rural and Low Income Schools Program**

Funds may be used in rural and low-income schools for teacher recruitment and retention, including signing bonuses, professional development to improve teaching and develop capacity to use technology to train special needs teachers.

## HOW TO FIND YOUR ALLOCATION

To find your district's allocations under NCLB go to <http://www.emsc.nysed.gov/deputy/nclb/nclballocationlocal.htm>  
In addition, a limited number of low-performing elementary schools are receiving Reading for Results grants which are intended to provide professional development for teachers in early literacy so that all students will read by the end of grade 3 (list of districts receiving this grant is attached). Early drafts of the NYS Reading First application to the U.S. Department of Education indicate that these schools and others will be eligible to apply for NCLB Reading First funds.

### Attachments (or link):

1. Summary Professional Development Plans-SED (links PDP and 175 hours)  
[http://www.emsc.nysed.gov/development/requirements\\_summary-PDP.htm](http://www.emsc.nysed.gov/development/requirements_summary-PDP.htm)
2. Commissioner Regulations-Professional Development Plans  
[http://www.emsc.nysed.gov/development/regulations\\_pdp.htm](http://www.emsc.nysed.gov/development/regulations_pdp.htm)
3. SED Guidelines for Professional Development Plans  
[http://www.emsc.nysed.gov/development/Guidelines\\_plan.htm](http://www.emsc.nysed.gov/development/Guidelines_plan.htm)
4. Frequently Asked Questions about PDP from SED  
[http://www.emsc.nysed.gov/development/faq\\_pdp\\_all.htm](http://www.emsc.nysed.gov/development/faq_pdp_all.htm)
5. Commissioner Regulations 80-3.6 - Professional Development Certification Requirements
6. SED Draft Guidelines for 175 hour Professional Development Requirement  
<http://www.highered.nysed.gov/tcert/resteachers/175.htm>
7. November 2002 communication from Kadamus to District Superintendents regarding PDP
8. Commissioner's Regulations 100.2 (dd)(2)(iii) Training on School Violence and Prevention and 100.2 (dd)(iv) Mentoring Programs
9. NCLB Title II Need Assessment – Sec. 2122  
<http://www.ed.gov/legislation/ESEA02/pg22.html#sec2122>
10. Links to Professional Development providers:
  - NYSUT Effective Teaching Program  
<http://www.nysut.org/etp/index.html>
  - NYS Teacher Centers  
[www.teachercenters.org](http://www.teachercenters.org)
  - American Federation of Teachers – Educational Research and Dissemination Program  
<http://www.aft.org/ERD/Index.htm>

**Summary of Professional Development Plans**

The purpose of the amendment is to require each school district and BOCES to have a professional development plan, which describes how they will provide all of their teachers with substantial professional development opportunities. For plans covering the time period, February 2, 2004, and thereafter, each school district or BOCES is required to describe in their plans how they will provide teachers they employ holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years.

The intent is for school districts and BOCES to offer a menu of professional development opportunities to their teachers. Such opportunities may be in a variety of formats and offered by a variety of providers and include course work paid for by the school district or BOCES or the teacher, depending on local arrangements and how professional development offered outside the school day is collectively bargained.

The amendment requires the professional development plan to be adopted by September 1, 2000 and annually thereafter. It requires plan to be developed through collaboration with a professional development team, including the superintendent of schools or district superintendent or their designees, school administrators, teachers, at least one parent and curriculum specialist, a representative of a higher education institution provided that a qualified candidate is available, and others. A majority of the members of the professional development team must be teachers selected by their collective bargaining unit. Among other items, the plan must be describe the alignment of professional development with New York standards and assessments, student needs, teacher capacities, and include a needs analysis, goals, objectives, strategies, activities and evaluation standards. It must also describe the manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers' practices.

The amendment permits a school district or BOCES to include the professional development plan as part o the comprehensive education plan of the district or BOCES. It also permits a district or BOCES to include the local special education comprehensive system of personnel development plan, as part of its professional development plan.

The professional development team has 180 days to develop the professional development plan at which point he plan must be submitted to the local Board of Education. The Board may reject the plan in part or in whole, and the team must then resubmit the plan by June 1<sup>st</sup>. The Board must take final action on the plan by June 30<sup>th</sup> and may accept the plan in whole or in part. Because of the different governance structure in New York City, a separate section of the regulations deals with how the professional development plan will be developed in the New York City School district. The district must report of their current professional development plan to the State Education Department and certify that it has a plan in place for the succeeding year.

## 100.2 General school requirements.

### (dd) Professional development plan.

#### (1) Requirement.

(i) By September 1, 2000, and annually by September 1 of each school year thereafter, each school district and Board of Cooperative Educational Services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.

(ii) Such professional development plan may be a part of a comprehensive education plan of the district or BOCES, provided that the professional development plan meets all of the requirements of this subdivision, including the requirements related to collaboration with the professional development team in the development of the plan as prescribed in paragraph (3) of this subdivision, or may be a free-standing plan of the district or BOCES.

(iii) A school district or BOCES may include the local special education comprehensive system of personnel development (CSPD) plan, developed pursuant to 34 CFR 300.221, as part of its professional development plan, provided that such professional development plan meets all requirements set forth in this subdivision and provided that such local CSPD plan meets all other requirements of Federal or state statute, regulation or policy.

(2) Content of the plan. The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include:

(i) a needs analysis, and goals, objectives, strategies, activities and evaluation standards for professional development in the school district or BOCES;

(ii) a description of:

(a) how the school districts or BOCES provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district or BOCES report card and other sources as determined by the school district or BOCES. For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES shall describe in its plan how it will provide teachers it employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years as prescribed in Part 80 of this Title;

(b) teachers' expected participation in professional development, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional development in the school year covered by the plan;

(c) the alignment of professional development with New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities;

(d) the articulation of professional development across grade levels;

(e) the efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective;

(f) the manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers' practices; and

(iii) provision for the **training** of employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in **school violence** prevention and intervention. Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Upon request of the employee who successfully completes such training

course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention.

**(3) Development and adoption of the plan.**

(i) The requirement in this subparagraph shall be applicable to all BOCES and school districts, except the City School District of the City of New York. The requirements of subparagraph (ii) of this paragraph shall be applicable to the City School District of the City of New York.

(a) The plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (b) of this subparagraph. The board of education or BOCES shall appoint the members of the team, a majority of which shall be teachers, which shall include the superintendent of schools or his or her designee in the case of school districts or the district superintendent or his or her designee in the case of BOCES; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district or in their absence, by the superintendent in the case of a school district or district superintendent in the case of a BOCES; and one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district or teachers' collective bargaining organization or both. In addition, the team shall include at least one representative of a higher education institution, provided that the board of education or BOCES determines that a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large. In school districts or BOCES in which teachers or administrators are not represented by a collective bargaining organization, teachers or administrators shall be designated by their peers in a manner prescribed by the Board of Education or BOCES.

(b) Notwithstanding the requirements of clause (a) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to section 100.2(p) of this Title, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (a) of this subparagraph but shall instead be recommended by the superintendent of the school district for appointment by the board of education.

(c) The board of education or BOCES shall permit the professional development team a period of at least 180 days to develop its recommended professional development plan and shall convene such team on or before October 1, except that for the 1999-2000 school year, such team shall be convened by October 8, 1999.

(d) Such team shall submit to the board of education or to the BOCES a recommended professional development plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1, and the board of education or BOCES shall act on the plan by June 30. The final determination on the content of the professional development plan shall be the determination of the board of education or BOCES.

(e) The professional development plan shall be adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional development team shall be required to review the plan on an annual basis, and submit to the board of education or BOCES recommended revisions, if necessary. The Board of Education or BOCES shall determine whether to approve the recommended revisions.

(ii) The requirements of this subparagraph shall be applicable to the City School District of the City of New York.

(a) Each community school district, high school division, special education division and the Chancellor's district shall have a professional development plan.

(b) Each plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (c) of this subparagraph. In the case of a community school district, the board of education of the community school district shall appoint the members of the team for the community school district. In the case of a high school division, special education division, and the Chancellor's district, the Chancellor of the City School District of the City of New York shall appoint the members of the team. The team, a majority of which shall be teachers, shall include the superintendent of the district for which the team was formed or his or her designee; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent

upon designation by the established parent groups in the district, or, in their absence, by the Chancellor in the case of a high school division, a special education division or a Chancellor's district, or by the board of education of the community school district in the case of a community school district; one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by either or both the teachers' collective bargaining organization, or by the Chancellor in the case of a high school division, a special education division or a Chancellor's district, or by the board of education of the community school district in the case of a community school district. In addition, the team shall include at least one representative of a higher education institution, provided a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large.

(c) Notwithstanding the requirements of clause (b) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to section 100.2(p) of this Title, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (b) of this subparagraph but shall instead be recommended by the Chancellor for appointment by the board of education of the community school district in the case of community school districts, and appointed by the Chancellor without being designated by any other party in the case of high school divisions, special education divisions and the Chancellor's district.

(d) In the case of high school divisions, special education divisions and the Chancellor's district, the Chancellor shall convene the professional development team on or before October 1, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The Chancellor shall permit the team a period of 180 days to develop its recommended professional development plan. Such team shall submit to the Chancellor a recommended professional development plan by a date specified by the Chancellor. The Chancellor may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the Chancellor shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the Chancellor shall be presented to the Chancellor on or before June 1, and the Chancellor shall act on the plan by June 30. The final determination on the content of the professional development plan shall be the determination of the Chancellor, in accordance with Education Law section 2590-h(14). In the event that the team does not make a recommendation to the Chancellor by the date specified by the Chancellor, the Chancellor may promulgate a professional development plan without such recommendation.

(e) In the case of community school districts, each board of education of the community school district shall submit to the Chancellor of the City School District of the City of New York a recommended professional development plan by a date specified by the Chancellor. Such professional development plan shall be developed through collaboration with the community school district's professional development team. Each board of education of a community school district shall convene its professional development team on or before October 1, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The board of education of the community school district shall permit its professional development team a period of at least 180 days to develop its recommendations for the professional development plan. Such team shall submit to the board its recommended professional development plan by a date specified by the board. Components of the plan not accepted by the board of education of the community school district shall be returned to the team for further consideration and submitted to the board by a date specified by the board. The board of education of the community school district may accept or reject the recommendations in whole or part. The board shall adopt final recommendations for the district's professional development plan for submission to the Chancellor. The Chancellor may accept or reject the recommendations of the board of education of the community school district in whole or part. Components of the plan not approved by the Chancellor shall be returned to the board of education of the community school district for further consideration. Any subsequent modification in the board's recommendation to the Chancellor shall be presented to the Chancellor on or before June 1, and the Chancellor shall act on the plan by June 30. The final determination on the content of the professional development plan shall be the determination of the Chancellor, in accordance with Education Law section 2590-h(14). In the event that the board of education of the community school district does not make a recommendation to the Chancellor by the date specified by the Chancellor, the Chancellor may promulgate a professional development plan without such recommendation.

(f) Each year, the Chancellor shall evaluate the effectiveness of the plan for each district. The Chancellor shall promulgate a multi-year or an annual plan for each district, provided that in the case of a multi-year plan for a high school division, special education division and the Chancellor's district, such district's professional development team shall be required to review the plan on an annual basis; and in the case of a multi-year plan for a community school district, the board of education of the community school district shall be required to review the plan on an annual basis in collaboration

with its professional development team. Such districts shall submit to the Chancellor recommended revisions, if necessary. The Chancellor shall determine whether to approve the recommended revisions.

**(4) Reporting requirement.**

(i) Each year, the superintendent of a school district, the district superintendent of a BOCES, and in the case of the City School District of the City of New York, the Chancellor, shall be required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner, that:

(a) the requirements of this subdivision to have a professional development plan for the succeeding school year have been met; and

(b) the school district or BOCES has complied with the professional development plan applicable to the current school year.

(ii) The commissioner may request a copy of the professional development plan for review and may recommend changes to the plan to meet the learning needs of the students in the school district or BOCES.

**(5)** Notwithstanding the requirements of this subdivision, participation in professional development outside the regular school day or regularly scheduled working days of the school year shall be volitional for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining under Article 14 of the Civil Service Law.

**(6) Variance.** A variance shall be granted from a requirement of this subdivision, upon a finding by the commissioner that a school district or BOCES has executed prior to October 7, 1999 an agreement negotiated pursuant to Article 14 of the Civil Service Law, whose terms continue in effect and are inconsistent with such requirement.



# Investing in Our Work Force

Professional Development, Teacher Evaluation, Student Achievement

Requirements

## Guidelines

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NYSED

### SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

- Recommended Format
  - Professional Development Planning Team
  - Needs/Data Analysis for Professional Development Plans
  - Attachment I - Needs Assessment Sources Used
  - Attachment II - Needs Assessment Sources Used
  - Attachment III - District Resources
  - Attachment IV - Implementation Plan
  - Attachment V - Evaluation Plan
  - Statement of Assurances
- 

### Recommended Format

District Name:

BEDS Code:

Superintendent:

Address:

Phone:

Fax:

Email:

Year(s) Plan is effective:

### Composition of Professional Development Team(s)

(majority of team members must be teachers)

District Team (Required)

School Team(s) (Recommended)

\_\_\_\_\_ # administrators/staff

\_\_\_\_\_ # administrators/staff

\_\_\_\_\_ # teachers

\_\_\_\_\_ # teachers

\_\_\_\_\_ # others (specify roles  
below)

\_\_\_\_\_ # others (specify roles  
below)

Number of school buildings in district: \_\_\_\_\_

Number of school-based professional development teams: \_\_\_\_\_

Indicate how school team(s), if any, will be represented on district team:



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### Professional Development Planning Team

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.
2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.



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### Needs/Data Analysis for Professional Development Plans

1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.
2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.
3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

#### Attachments:

NOTE: All required information must be provided. You may provide comparable information using your own format or that provided as part of the Comprehensive District Education Plan.



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### Attachment I - Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

\_\_\_\_\_ School Report Card

- New York: The State of Learning (Chapter 655 Report)
- BEDS data
- The CAR report
- Special designation schools, SURR, Title I
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
  
- State benchmarks for student performance
- TIMSS report
- Student aspirations
- Other student surveys
  
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Curriculum surveys
- Community employment opportunities
- Other (specify):



**Attachment II - Needs Assessment Sources Used  
(copy as needed)**

*Congruence between student and teacher needs and district goals and objectives will determine plan priorities.*



**Attachment III - District Resources**

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

**Fiscal resources:**

- Goals 2000
- Dwight D. Eisenhower

**Staff resources:**

- Curriculum developers
- Content specialists

\_\_\_\_\_ Exemplary teachers

**Providers:**

- \_\_\_\_\_ Institutions of Higher Education
- \_\_\_\_\_ Teacher Resource Centers
- \_\_\_\_\_ BOCES (e.g., SCDN, SETRC, BETAC)

**Community:**

- \_\_\_\_\_ Major employers
- \_\_\_\_\_ Community-based organizations
- \_\_\_\_\_ Parents

Please identify any funds the district has received for professional development which are not used to implement this plan, and why:



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**Attachment IV - Implementation Plan  
(copy as needed)**

Goal # \_\_\_\_\_:

Objective # \_\_\_\_\_:

Professional development described is continuous and sustained and reflects congruence between student and teacher needs and district goals and objectives.

| <u>Strategy</u><br>(ies) | <u>Activity</u><br>(ies) | <u>Who</u> | <u>Timeframe</u><br>(when/how long) | <u>Performance</u><br><u>Measure/ Data</u><br><u>Source</u> |
|--------------------------|--------------------------|------------|-------------------------------------|---|
|--------------------------|--------------------------|------------|-------------------------------------|---|



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**Attachment V - Evaluation Plan  
(copy as needed)**

| <u>Goal #</u> | <u>Objective #</u> | <u>Evaluation Plan</u> | <u>Performance</u><br><u>Measure/Data</u><br><u>Source/Timeline</u> |
|---------------|--------------------|------------------------|---|
|---------------|--------------------|------------------------|---|



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**Statement of Assurances**

|                     |               |
|---------------------|---------------|
| School<br>District: | BEDS<br>Code: |
|---------------------|---------------|

## SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

### STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - is aligned with state content and student performance standards;
  - is articulated within and across grade levels;
  - is continuous and sustained;
  - indicates how classroom instruction and teacher practice will be improved and assessed;
  - indicates how each teacher in the district will participate; and
  - reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

\_\_\_\_\_  
Signature (Superintendent of Schools)

\_\_\_\_\_  
Date

Web Master: Shannon Roberson



# Investing in Our Work Force

Professional Development, Teacher Evaluation, Student Achievement

Requirements

Guidelines

SED Assistance

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NYSED

## Frequently Asked Questions Professional Development Plans

Question: What is the purpose of the Professional Development Plan (PDP)?

Response: The Professional Development Plan is intended 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 meet the learning needs of their students.

Question: What is the required content of the Professional Development Plan?

Response:

- PDPs must include a needs analysis, goals, objectives, strategies, activities and evaluation standards for professional development of the school district or BOCES and a description of how the school district or BOCES will provide all teachers substantial professional development activities directly related to student learning needs identified in school reports cards and other sources.
- PDPs must be aligned with the New York State learning standards and assessments, including linguistic, cultural diversity and special needs and teacher capacities, and indicate the number of hours each teacher is expected to participate in professional development in the school years covered by the plan. Activities must be articulated across grade levels and subject areas and show how they will be provided and measured in a continuous manner.
- For PDPs covering the time period after February 2, 2004, the plan must also describe how it will provide teachers holding a professional certificate with opportunities to maintain such certificate in good standing based upon successfully completing 175 hours of professional development every five years.

Question: Does a district have to develop a Professional Development Plan if it already has a professional growth plan included in its teacher contract?

Response: There is a variance that covers contracts adopted prior to 9/3/99. If your negotiated contract is in conflict with the new regulations, your contract stands until renewal or re-negotiation. Upon renewal or re-negotiation, contracts must be in compliance with the 9/17/99 regulations.

For example, if your contract defines how the professional growth plan is developed (i.e., membership on the team that develops the plan), then the provisions of the PDP regulation relating to the composition of the professional development team does not need to be adhered to during the life of the contract. Moreover, if the professional growth plan defines a time outside of the school day or school year where professional development will be offered and the teachers will be required to

attend, then the provision concerning the volitional nature of professional development outside the school day would not be in effect during the aforementioned contract period.

It is recommended that a district consult its attorney to determine whether any provisions set forth in a teacher's contract pursuant to Article 14 of the Civil Service Law is inconsistent with professional development regulation [Section 100.2(dd)].

Question: What's the relationship between Professional Development Plans and the requirement for newly certified teachers to complete 175 hours of professional development every five years?

Response: The proposed amendment to Commissioner's Regulations concerning Professional Development Plans requires districts to provide substantial professional development to all their teachers beginning September 2000.

Also, in the Regents plan "Teaching to Higher Standards: New York's the Regents are requiring that all newly certified teachers receive 175 hours of professional development every five years in order to maintain their professional certificate in good standing. The new certification structure (e.g., initial and professional certificates) will go into effect on or after February 2, 2004.

All teachers, current and future, will be affected by the new Professional Development Plan regulations. Only future teachers will be affected by the 175-hour transcript requirement.

Question: When are the deadlines for Professional Development Plans?

Response:

- By October 8, 1999 school districts and BOCES must convene a team to develop the Professional Development Plan.
- The team must be given at least 180 days to develop a recommended Professional Development Plan.
- Spring of 2000 the professional development team should be submitting their initial Professional Development Plan to the board of education or Chancellor.
- By June 1, 2000 the team must present the *final* draft of the Professional Development Plan to the board of education or Chancellor.
- By June 30, 2000 the board of education or Chancellor must act on the plan and may accept or reject the plan in whole or in part.
- By September 1, 2000 the board of education or Chancellor must adopt a Professional Development Plan at a public meeting.
- Annually, the board of education or Chancellor will evaluate the effectiveness the Professional Development Plans. In the case of multi-year plans, the team will review the PDP on an annual basis and submit any recommended revision to the board of education or Chancellor.

Question: What should the PDP team submit on June 1<sup>st</sup>?

Response: A *final* copy of the Professional Development Plan should be submitted on June 1<sup>st</sup>. Beginning in April, teams should be submitting drafts of their proposed plans to the board of education or Chancellor (NYC) for review. There should be communication between the board of education or Chancellor and the team as to what in the plan is acceptable and what needs to be revised. The June 1<sup>st</sup> deadline is for a final draft of the team's proposed Professional Development Plan.

Question: What time period do Professional Development Plans cover?

Response: Professional Development Plans begin with the 2000-2001 school year and may be annual or multi-year.

Question: Who must develop Professional Development Plans?

Response: All school districts and BOCES and in New York City, Professional Development Plans are required by each community school district, high school division, special education division, and the Chancellor's district.

Question: Who must be on the Professional Development Plan teams?

Response: The majority of the team will be teachers who are selected by the bargaining unit. In addition to the teachers, the team will be composed of: the superintendent, or his or her designee; a school administrator, selected by the bargaining unit; at least one parent, selected by a recognized parent group or the superintendent; at least one curriculum specialist; and, a higher education representative, when feasible. Optional team members include community members and/or a representative from a professional development organization. All members should be approved by the local school board or Chancellor (NYC).

Question: May teacher assistants and pupil personnel staff, including guidance counselors, school psychologists, and school social workers fulfill the role of teachers on the professional development team?

Response: The teachers' collective bargaining unit is responsible for appointing the majority of members on the professional development team. It is their responsibility to appoint people chosen by the members of the bargaining unit. Particular appointments are at the discretion of the unit.

Question: The regulation required "convening the professional development team" by October 8. There is too little time between the adoption of the regulation and this deadline and there is no Board meeting taking place to make a timely appointment. In addition, technical assistance meetings will not be held until later this fall. What should districts do?

Response: This is a short timeline. It is recommended that Boards of Education appoint the professional development teams as soon as possible. The important deadline is to have the *final* plans developed by the teams no later than June 1, 2000. The intent of the regulation is to require districts to give sufficient (180 days) time to develop a quality plan with input from many people rather than writing up a perfunctory document with little needs analysis in a short timeline.

Question: Can a professional development team submit their plan in less than 180 days and prior to June 1<sup>st</sup>?

Response: Teams should be submitting drafts of the plan prior to June in order to have their final plan completed by June 1<sup>st</sup>. The final plan can be submitted to the Board of Education at anytime, no later than June 1<sup>st</sup>. The regulation requires that Boards permit the development team to have 180 days. If they wish to complete their work in less time, that is their choice.

Question: If a district has completed Comprehensive District Education Planning (CDEP) and has incorporated the elements of the Professional Development Plan in the CDEP plan, must they appoint a Professional Development Team?

Response: If the team that completed the CDEP plan does not meet the required membership of the Professional Development Team, the Board of Education should appoint a new team. This team would start their work with the CDEP plan, They may then make recommended changes to the professional development components. The Board of Education has the final decision to either follow the CDEP plan or consider any of the professional development recommendations of the professional development team.

Question: May a CDEP team be used as the professional development team?

Response: Yes, if the Professional Development Plan requirements for team membership are followed.

Question: How are Professional Development Plans related to Comprehensive District Education Plans (CDEP) and special education Comprehensive System of Personnel Development plans (CSPD)?

Response: The requirements for a Professional Development Plan may be met by either a comprehensive district education plan or a stand alone Professional Development Plan. The comprehensive district education plan is preferred due to its reliance on extensive research, focus on root causes, and data driven decision making. The Professional Development Plan contained within a comprehensive district education plan must meet all the requirements related to collaboration with the professional development team in the development and review of the plan.

The special education comprehensive system of personnel development (CSDP) may be included as a part of a Professional Development Plan. The Professional Development Plan may include the special education comprehensive system of personnel development provided that the Professional Development Plan meets all requirements set forth in the federal or state statute, regulation or policy.

Question: What is the role of the State Education Department in assisting districts in the development, implementation, and review of Professional Development Plans?

Response:

- A recommended format for the Professional Development Plans has been developed by the Department and is available on our web site.
- The Department has created a professional development web site that will contain resource materials for assisting with the training of professional development teams.
- Department staff will provide technical assistance and some turnkey training related to professional development issues.
- The Commissioner may request a copy of the Professional Development Plan for review and may recommend changes to meet the learning needs of students.
- Variances may be given by the Commissioner upon finding a conflict with the Regulations and existing negotiated bargaining agreements executed before October 7, 1999.

Question: What are the plans for training facilitators on the Professional Development Plan?

Response: District Superintendents have the responsibility to ensure that school districts in their area are provided necessary training. They will conduct either a Joint Management Team (JMT) wide meeting or more likely, a series of regional training meetings this fall. The Department professional development web site will assist with the provision of resource materials including: options for training meetings, training notes, information about a video on professional development featuring the Commissioner and others, power point slides, Q&A, and selected sites to review best practices.

Question: When may the professional development activities be scheduled for teachers?

Response: Participation in professional development activities outside the regular school day or regularly scheduled working days of the school year shall be volitional for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining under Article 14 of the Civil Service Law.

Question: Which teachers are affected by the 175 hour requirement of the Professional Development Plan?

Response: Any teacher who receives a provisional certificate on or before February 1, 2004 will be eligible to receive a permanent certificate and will not be subject to the requirement of 175 hours of professional development every five years.

The Regents are proposing this approach to allow districts sufficient time to implement effective professional development for all teachers. Districts will have sufficient time to implement and adjust their professional development programs prior to the 175-hour requirement being implemented for their newly certified teachers. We believe that this approach will give districts sufficient time to implement cost-effective ways of providing professional development and will allow for an effective transition to the 175-hour requirement for newly certified teachers.

Question: When do the requirements for 175 hours of professional development every five years become effective?

Response: In the Regents plan "Teaching to Higher Standards: New York's Commitment," the Regents are proposing that all newly certified teachers receive 175 hours of professional development every five years in order to maintain their professional certificate in good standing. The new certification structure (e.g., initial and professional certificates) will go into effect on or after February 2, 2004. The requirement for 175 hours of professional development every five years is a requirement to maintain a professional certificate in good standing.

To illustrate this requirement, the following is an example of a typical timeline for the 175-hour requirement.

- Students enrolling as freshmen in college in the fall of 2000, who enroll in a teacher education program, would be eligible for an initial certificate in 2004-05.
- Assume that an initial certification is good for 3 years. The Regents will decide upon the length of the initial certification at their February 2000 meeting.
- After successfully completing the requirements for an initial, the teacher is awarded a professional certificate. For students starting college in the fall of

2000, and achieving an initial certificate in 2004-05, a professional certificate could be awarded to that teacher for the 2007-08 school year.

- It is at this point (2007-08) when teachers will be required to maintain their professional certificate in good standing by completing 175 hours of professional development every five years..

There will be exceptions to the above-referenced timeline. For example, a fully certified teacher from another state enters New York State in 2004 and receives a professional certificate upon application. For that teacher, the clock starts running for the 175-hour requirement in 2004.

Teachers who are subject to the 175 hour requirement must complete professional development activities which are identified in or are aligned with a district's professional development plan.

Question: What are the criteria for acceptable coursework under the 175 hour requirement?

Response: The State Education Department is in the process of developing recommended criteria to be used in local decision making about what is acceptable.

Web Master: [Shannon Roberson](#)

**Chapter II Regulations of the Commissioner of Education of New York State**

**§ 80-3.6 Professional development requirement.**

(a) Definitions. As used in this section:

(1) Regularly employed by an applicable school in New York means employed 90 days or more in a professional development year by a single applicable school in New York in a position requiring certification pursuant to this Part. For the purposes of this definition, a day of employment shall include a day actually worked in whole or in part, or a day not actually worked but a day paid. In addition, the City School District of the City of New York and any of its components, including but not limited to community school districts, high school divisions, special education divisions, and the Chancellor's district, shall be considered together a single applicable school in New York.

(2) Professional development period means the five-year period commencing on July 1st after the effective date of the triggering certificate, and each subsequent five-year period thereafter.

(3) Professional development year shall mean each year of the five-year professional development period, beginning on July 1st and ending the following June 30th.

(4) Applicable school in New York means a school district or board of cooperative educational services located in New York State. For purposes of this definition, the City School District of the City of New York and any of its components shall be considered together a single school district.

(5) Triggering certificate means the earliest issued certificate which requires the holder to take professional development, pursuant to subdivision (b) of this section.

(b) Mandatory requirement. (1) Requirements.

(i) Requirement for holders of professional certificates in the classroom teaching service. The holder of a professional certificate in the classroom teaching service shall be required to successfully complete 175 clock hours of acceptable professional development during the professional development period.

(ii) Requirement for holders of level III teaching assistant certificates. The holder of a level III teaching assistant certificate shall be required to successfully complete 75 clock hours of acceptable professional development during the professional development period.

(2) The professional development requirement prescribed in paragraph (1) of this subdivision shall be reduced by 10 percent for each professional development year the certificate holder is not regularly employed by an applicable school in New York.

(3) The professional development requirement prescribed in this subdivision may be completed at any time during the five-year professional development period.

(4) Notwithstanding the requirements of paragraph (1) of this subdivision, a holder of a certificate who achieves certification from the National Board for Professional Teaching Standards shall be deemed to have met the professional development requirement, prescribed in this subdivision, for the five-year professional development period in which such national board certification is achieved.

(c) Adjustments to the requirement. (1) An adjustment to the requirement prescribed in subdivision (b) of this

section, in terms of clock hours and/or the time for completing professional development, shall be made by the commissioner, provided that the certificate holder documents good cause that prevents compliance, which shall include, but not be limited to, any of the following reasons: poor health certified by a physician; or a specific physical or mental disability certified by an appropriate health care professional; or extended active duty with the Armed Forces of the United States; or extreme hardship which, in the judgment of the department, makes it impossible for the professional certificate holder to comply with the professional development requirements in a timely manner; or for a certificate holder who is regularly employed by an applicable school in New York, inability to complete the requirement because of the failure of the applicable school in New York to adopt and implement a professional development plan.

(2) A certificate holder may request from the executive coordinator of the office of teaching an adjustment to the professional development requirement at any time during the professional development period, except that the certificate holder shall be required to comply with the timeframes prescribed in the due process requirements of subdivision (h) of this section, if the request is made after an initial notification, as prescribed in such subdivision, that the department's records show that the professional development requirements have not been met.

(d) Acceptable professional development. (1) For individuals regularly employed by an applicable school in New York in a professional development year, acceptable professional development for such year shall be professional development approved by such applicable school in New York, pursuant to its professional development plan, as prescribed in section 100.2(dd) of this Title.

(2) For individuals not regularly employed by an applicable school in New York in a professional development year, acceptable professional development for such year shall be study in the content area of the certificate held by the individual or in pedagogy related to such certificate:

(i) approved by an applicable school in New York, pursuant to its professional development plan, as prescribed in section 100.2(dd) of this Title; or

(ii) offered by:

(a) a regionally accredited institution of higher education or institution authorized by the Board of Regents to confer degrees; or

(b) the following entities located in New York State: a school district, a board of cooperative educational services, a teacher resource and computer training center, or a special education teacher resource center, or a comparable entity located outside of New York State; or

(c) for certificate holders employed by any entity offering instruction in any grades kindergarten through grade 12, including but not limited to nonpublic schools located in New York State or outside of the State, professional development provided by such employer.

(e) Measurement of professional development study. For credit-bearing university or college courses, each semester-hour of credit shall equal 15 clock hours of professional development, and each quarter-hour of credit shall equal 10 clock hours of professional development for purposes of this section.

(f) Recordkeeping requirements. In addition to the recordkeeping requirement for an applicable school in New York, as prescribed in section 100.2(dd) of this Title, the certificate holder shall maintain a record of completed professional development, which includes: the title of the program, the number of hours completed, 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 seven years from the date of completion of the program and shall be available for review by the department in administering the requirements of this section.

(g) Reporting requirement. (1) In addition to the reporting requirement for an applicable school in New York, as prescribed in section 100.2(dd) of this Title, for any professional development year in which the certificate holder is not regularly employed in an applicable school in New York, the certificate holder shall report to the department, in a form and timetable prescribed by the department, information concerning completed professional development.

(2) Each certificate holder required to complete the professional development requirement pursuant to this section shall report to the executive coordinator of the office of teaching his or her current mailing address. Each such certificate holder shall report to the executive coordinator a change of his or her mailing address within 30 days of such change. Failure to provide the executive coordinator with a valid current mailing address may result in the suspension of the validity of the teaching certificate or certificates for which professional development is required, as prescribed in subparagraph (h)(2)(ii) of this section.

(h) Due process. (1) General requirements. For purposes of this subdivision, the act of depositing by mail notifications, orders or other papers, enclosed in a post paid properly addressed wrapper, in a post office - official depository under the exclusive care of the United States Postal Service within the State of New York in the manner prescribed in this subdivision, using the address supplied by the certificate holder or the address found by the department after a reasonable search of its records pursuant to subparagraph (2)(ii) of this subdivision, to the certificate holder or the certificate holder's attorney of record by either the department or by the professional practices subcommittee of the State Professional Standards and Practices Board, or a panel thereof, shall constitute good and proper service upon the certificate holder.

(2) Notification. (i) For certificate holders for whom the department records do not show that the professional development requirement prescribed in this section has been met, based on reporting by applicable schools in New York and/or the certificate holder, the department shall issue an initial notification to the certificate holder by first class mail that the department's records show that the professional development requirements have not been met. Such notification shall require the certificate holder to demonstrate within 30 days of the mailing of the notification that he or she has met the professional development requirement or that an adjustment to meet the professional development requirement is warranted, pursuant to the requirements of subdivision (c) of this section.

(ii) If the initial notification, prescribed in subparagraph (i) of this paragraph, is returned to the department as undeliverable because the mailing address provided by the certificate holder to the executive coordinator of the office of teaching is not current or valid, the department shall make a reasonable search of its records for a current or valid address at which the certificate holder may be reached, which may include but is not limited to a business address. If such an address is found, the initial notification shall be sent again to the certificate holder by first class mail. If such an address is not found after a reasonable search, or if the initial notification is again returned as undeliverable, the commissioner shall execute an order suspending the validity of the certificate(s) for which professional development is required, which shall be served upon the certificate holder by certified mail, return receipt requested, at the most current mailing address provided by the certificate holder to the executive coordinator of the office of teaching.

(iii) If the certificate holder demonstrates that he or she has met the professional development requirement, the department shall notify the certificate holder of this determination, by first class mail.

(iv) If the certificate holder defaults on responding to the initial notification; or fails to demonstrate that he or she has met the requirement or that an adjustment is warranted to meet the requirement, the department shall notify the certificate holder by first class mail that the validity of his or her certificate(s) for which the professional development requirement has not been met shall be suspended for failure to meet such requirement, unless the certificate holder submits a written request for a hearing to the executive coordinator of the office of teaching within 30 days of the date of the mailing of such notification letter. Such notification shall state the basis for the determination that the professional development requirement has not been met. Where the certificate holder has requested an adjustment and it has been denied, such notification shall also

state that the adjustment has been denied and the basis for such denial.

(v) If an adjustment to the requirement is granted, the department shall notify the certificate holder by first class mail of this fact and the conditions of such adjustment, if any, which may include but are not limited to, permitting additional time to meet the requirement and/or adjusting the number of clock hours.

(vi) If the certificate holder fails to demonstrate that he or she has met the professional development requirement and no written request for a hearing is submitted by the certificate holder within 30 days of the mailing date of the notification letter advising the certificate holder that the validity of his or her certificate(s) shall be suspended, as prescribed in subparagraph (iv) of this paragraph, the commissioner shall execute an order suspending the validity of the certificate(s) for which professional development has not been met, which shall be served upon the certified individual by certified mail, return receipt requested. In addition, for such certificate holders employed by applicable schools in New York, the department shall notify such school that the validity of the individual's certificate(s) has been suspended until the professional development requirements of this section are met.

(3) Hearing. (i) If the certificate holder requests a hearing within 30 days of the mailing of the notification letter advising the certificate holder that the validity of his or her certificate shall be suspended, as prescribed in subparagraph (2)(iv) of this subdivision, a hearing shall be held before a panel of the professional practices subcommittee of the State Professional Standards and Practices Board for Teaching on the issue of whether the validity of the individual's certificate(s) shall be suspended because of not fulfilling the professional development requirement for such certificate(s). Such panel shall be selected by the professional practices subcommittee and shall consist of a minimum of three members. A majority of the members of such panel shall be teacher members of such subcommittee.

(ii) The executive coordinator of the office of teaching shall schedule the hearing, which shall take place within 30 days of receipt of such request. At least 15 days before the hearing, the executive coordinator of the office of teaching shall notify the certificate holder by first class mail of the time and place of said hearing.

(iii) The panel of the professional practices subcommittee of the State Professional Standards and Practices Board for Teaching shall select a hearing officer from its membership who shall conduct the hearing. The hearing officer may issue subpoenas on request of a party.

(iv) The certificate holder may be represented at the hearing by counsel and may produce witnesses and affidavits of proof. A record of the hearing testimony shall be maintained, but no stenographic transcript shall be required and a tape recording shall be deemed a satisfactory record.

(v) The professional certificate holder shall have the burden of proof to demonstrate that he or she has met the professional development requirement prescribed in this section.

(vi) No later than 15 days after the conclusion of the hearing, the panel of the professional practices subcommittee of the State Professional Standards and Practices Board for Teaching shall send by first class mail to the executive coordinator of the office of teaching and the certificate holder, a report of its findings and recommendations, together with a copy of the record of the hearing testimony. Such panel shall either recommend that the validity of the certificate holder's certificate(s) shall be continued because the certificate holder has met the professional development requirement; or that the validity of the certificate holder's certificate(s) shall be continued because the certificate holder has met or will meet an adjusted requirement, which may include but is not limited to, permitting additional time to meet the requirement and/or adjusting the number of clock hours; or that the validity of a certificate holder's certificate(s) shall be suspended because the certificate holder has not met the professional development requirement. The findings and recommendations of such panel shall be based solely upon the record and shall set forth the factual basis therefor.

(4) If no appeal is commenced by the certificate holder or the executive coordinator of the office of teaching within 30 days of the date of the mailing of the notification to the certificate holder of the findings and recommendations of the panel of the professional standards subcommittee of the State Professional Standards and Practices Board for Teaching, as prescribed in paragraph (5) of this subdivision, the commissioner shall adopt the recommendations and findings of such panel. In the case of a suspension of the validity of a certificate(s), the commissioner shall issue an order to that effect, which shall be served upon the certificate holder by certified mail, return receipt requested, and for certificate holders employed by an applicable school in New York, the department shall notify such school that the validity of the individual's certificate(s) has been suspended until the professional development requirements of this section are met.

(5) Appeal. (1) Within 30 days of the date of the mailing of the notification to the certificate holder of the findings and recommendations of the panel of the professional standards subcommittee of the State Professional Standards and Practices Board for Teaching, the certificate holder may commence an appeal to the commissioner pursuant to clause (a) of this subparagraph or the executive coordinator of the office of teaching may commence an appeal to the commissioner pursuant to clause (b) of this subparagraph. Upon appeal by the certificate holder or the executive coordinator of the office of teaching, the executive coordinator of the office of teaching shall transmit to the commissioner a copy of the complete record of the hearing before the panel of the professional practices subcommittee of the State Professional Standards and Practices Board For Teaching.

(a) Appeal by certificate holder. The certificate holder may commence an appeal of the findings and recommendations of the panel of the professional practices subcommittee of the State Professional Standards and Practices Board for Teaching by filing the original appeal papers with the commissioner, with proof of service by first class mail upon the executive coordinator of the office of teaching. The executive coordinator of the office of teaching may file a written response with the commissioner within 30 days of the mailing of such appeal papers, with proof of service by first class mail on the certificate holder or the attorney of record of such certified individual.

(b) Appeal by the executive coordinator of the office of teaching. The executive coordinator of the office of teaching may commence an appeal of the findings and recommendations of the panel of the professional practices subcommittee of the State Professional Standards and Practices Board for Teaching to the commissioner by filing the original appeal papers with the commissioner, with proof of service by first class mail upon the certificate holder. The certificate holder may file a written response with the commissioner within 30 days of the mailing of such appeal papers, with proof of service by first class mail on the executive coordinator of the office of teaching.

(c) In the event that both the certificate holder and the executive coordinator of the office of teaching commence an appeal to the commissioner within the time period prescribed in this subparagraph, such appeals shall be automatically consolidated and each party shall be permitted to file a written response with the commissioner within 30 days of the mailing of the other party's appeal papers, with proof of service by first mail upon the other party.

(ii) The commissioner shall review any appeal papers, or written responses filed, and the record of the hearing testimony and all evidence presented in the proceeding before the panel of the professional practices subcommittee of the State Professional Standards and Practices Board for Teaching, and within 30 days of receiving such record shall determine the matter. Based upon the record, the commissioner may adopt, reverse or modify the findings and recommendations of the panel of the professional practices subcommittee of the State Professional Standards and Practices Board for Teaching. If the commissioner determines to suspend the validity of a certificate(s), the commissioner shall execute an order to that effect, which shall be served upon the certificate holder by certified mail, return receipt requested, and for certified individuals employed by an applicable school in New York, the department shall notify such school that the validity of the individual's certificate(s) has been suspended until the professional development requirements of this section are met.

(i) Restoration of validity of certificate(s). (1) To restore the validity of a certificate(s) whose validity has been suspended for failure to satisfy the professional development requirement set forth in this section, the candidate shall be required to demonstrate that he or she has:

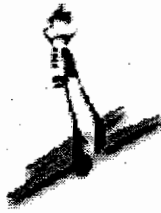
(i) met the deficiency which caused the suspension in validity applicable to the five-year professional development period in which the deficiency occurred; and

(ii) completed at least one and one-half clock hours of additional acceptable professional development for each month beginning with the month succeeding the five-year professional development period in which the deficiency occurred and ending in the month prior to the date of application for the restoration of the certificate(s), up to a maximum of 75 clock hours. The professional development shall be completed during such computation period. In the case of a candidate required to complete 75 clock hours of professional development, 45 of such clock hours shall be completed within one year prior to the candidate's applying to the department for the restoration of the validity of the certificate(s).

(2) The certificate holder for whom the validity of a certificate(s) has been restored shall be required to complete one and one-half clock hours of acceptable professional development for each month beginning with the month of the date of application for the restoration of the validity of the certificate(s), and ending with the commencement of a new five-year professional development period, which shall begin on July 1st succeeding the date of application. With the commencement of the new professional development period, the professional certificate holder shall be required to complete the regular professional development requirement, as prescribed in this section.

#### **Historical Note**

Sec. filed June 15, 2000 eff. July 10, 2000.



[◀ back to Resources for Teachers and Schools](#)

## **Draft Guidelines for 175 Hour Professional Development Requirement**

### **Suggested Guidelines**

These guidelines are intended to assist school districts and teachers in identifying professional development activities as they prepare to comply with teacher certification requirements requiring continuing professional development. Effective 2004, holders of the Professional certificate must complete 175 hours of professional development every 5 years in order to maintain certification. These are guidelines only; authority for decision-making regarding appropriateness of activities as to fulfillment of this requirement resides solely with the local public school district.

The ultimate goal of all efforts in this area is to increase the capacity of teachers to enable and assist all students to higher academic achievement.

### **Guiding Principles**

The design of professional development should be a result of a district's professional development planning process. It is best done as part of a comprehensive district plan, such as the piloted Comprehensive District Education Plan (CDEP) or New York City's District Comprehensive Education Plan (DCEP). The planning process includes, at a minimum, a collection of needs assessment data, i.e. student and teacher needs; root cause identification; proposed activities; identification of resources; and proposed evaluation of the impact of planned activities/approaches. Enhanced teaching and learning is the foundation upon which individuals and districts should plan the content of all professional development.

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the NYS Learning Standards.
- Professional development activities/experiences are planned with the NYS *Teacher Standards* as underpinning.
- Professional development activities/experiences should respond to student achievement data including State and local assessments and School District Report Cards.
- Professional development is shaped by teacher needs, as evidenced by such data as aggregate results of annual professional performance reviews.
- The professional development planning process is dynamic, reflecting teacher and student performance benchmarks of increasing rigor as skill levels are attained.
- Professional development results in a demonstrated increase in teacher knowledge and understanding, teacher skillfulness, and teacher professional values.

- Participating in formal programs of peer coaching or participation in peer review.
- Curriculum planning and development
- Pursuing National Board certification or re-certification (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies)
- Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Developing or collaborating on the development of new programs and instructional methods
- Participating in the Christa McAuliffe Fellowship Program
- Teacher of the Year activities
- NYSTCE "assessor" or test development committee member
- Delivering professional development (e.g. conducting workshops)
- Development of Statewide curriculum
- Service as a cooperating teacher for a student teacher or field internships; including attendant meetings and processes.
- Service as an elected officer in professional organizations
- Service as teacher center director
- Service/designation as Master Teacher
- Service on the State Professional Standards and Practices Board
- Participating in Professional Development School activities or other school-college teacher development partnerships
- Publishing in educational journals
- Developing and presenting a major paper
- Serving on CDEP (Comprehensive District Education Plan) or DCEP (District Comprehensive Education Plan), or School Leadership committees.

2/06/02

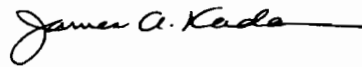
COMMENTS may be directed to Mike Moon, Associate in the SED Office of Innovative Programs at [mmoon@mail.nysed.gov](mailto:mmoon@mail.nysed.gov) or to Nancy Brennan, Associate in the SED Office of Teaching at [nbrennan@mail.nysed.gov](mailto:nbrennan@mail.nysed.gov).

November 22, 2002

TO: District Superintendents of Schools  
Superintendents of Big 5 City School Districts


FROM: James A. Kadamus

SUBJECT: Biweekly Newsletter



*Call to Teaching Forums.* We have conducted three forums to date that have been well attended. We have learned the following: investing in mentoring is critical and an effective way to help new teachers adapt to the classroom; the three-year timeline for acquiring a master's degree needs to be reviewed; students in middle and high schools need to be given opportunities to engage in teaching experiences if we want them to pursue teaching careers, i.e., peer tutoring, internships, shadowing, etc.; experienced classroom teachers need to model good practice and attitude; school administrators must create a school climate that supports quality teaching and learning; a variety of financial incentives are needed to attract teachers to the lowest performing schools; and a stronger partnership between higher education institutions and school districts is essential to the successful recruitment and retention of teachers. Another forum is scheduled for Yonkers on January 23. We are also looking into conducting forums in New York City.

*Cardiac Automated External Defibrillators (AED).* The legislation requiring schools, districts, BOCES, county vocational and extension boards and charter schools to provide and maintain on-site in each school facility at least one AED for use during emergencies and a trained staff person is effective December 1, 2002. If you are having difficulty in meeting these requirements, contact SED. Information on implementing these requirements is available at [http://www.emsc.nysed.gov/rscs/chaps/Health%20Services/AED\\_WebPage.htm](http://www.emsc.nysed.gov/rscs/chaps/Health%20Services/AED_WebPage.htm)



*Professional Development Plans.* We have received a number of questions about timing and funding under NCLB for professional development and the relationship to the State's requirement for professional development plans. These plans are intended to guide all professional development in a district. Resources for professional development from federal funds should be used within the framework of your professional development plans. This may be a good time for districts to consider updating their professional development plans in light of the Title I and Title II funds that are available.

*School Accountability Under NCLB.* In December, the Regents will take action on our conceptual framework for school accountability. A group of SED staff will meet with USDOE representatives in Washington on November 26 to discuss issues for which we still need guidance. It appears that they have accepted our proposal to use the NYSELAT to test limited English proficient students. The report to the Regents will soon be available on the Regents website.

*Middle-Level Education.* As I indicated in my last newsletter, the Regents will review the proposed core contents of a revised Policy Statement on Middle-Level Education. The document will soon be available on the Regents website. A full draft of the Policy Statement will be submitted to the Regents in February. The comments by the District Superintendents' Curriculum and Assessment Committee are appreciated. If you have any additional comments or suggestions, please let me know.

## Amendments to the Regulations of the Commissioner of Education

**100.2 (dd) (2) (iii)** Provision for the **training** of employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in **school violence** prevention and intervention.

Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. Upon request of the employee who successfully completes such training course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention

**100.2 (dd) (2) (iv)** for plans covering the time period, February 2, 2004 and thereafter, provision for a **mentoring** program.

- (a) The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.
- (b) The professional development plan shall describe how the school district or BOCES will provide a mentoring program for teachers in the classroom teaching service who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate, as prescribed in section 80-3.4 of this Title.
- (c) The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law, provided that nothing herein shall be construed to impose a collective bargaining obligation that is not required by Article 14 of the Civil Service Law.
- (d) The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to Article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.
- (e) The professional development plan shall describe the following elements of the mentoring program:
  - (1) the procedure for selecting mentors, which shall be published and made available to staff of the school district or BOCES and upon request to members of the public;
  - (2) the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher;
  - (3) the preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology;
  - (4) types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture; and
  - (5) time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher from a portion of their instructional and/or non-instructional duties, and providing time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions.

**SEC. 2122. LOCAL APPLICATIONS AND NEEDS ASSESSMENT.**

- (a) **IN GENERAL-** To be eligible to receive a subgrant under this subpart, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.
- (b) **CONTENTS-** Each application submitted under this section shall be based on the needs assessment required in subsection (c) and shall include the following:
  - (1)(A) A description of the activities to be carried out by the local educational agency under this subpart and how these activities will be aligned with —
    - (i) challenging State academic content standards and student academic achievement standards, and State assessments; and
    - (ii) the curricula and programs tied to the standards described in clause (i).
  - (B) A description of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.
  - (2) A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.
  - (3) An assurance that the local educational agency will target funds to schools within the jurisdiction of the local educational agency that —
    - (A) have the lowest proportion of highly qualified teachers;
    - (B) have the largest average class size; or
    - (C) are identified for school improvement under section 1116(b).
  - (4) A description of how the local educational agency will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.
  - (5) A description of the professional development activities that will be made available to teachers and principals under this subpart and how the local educational agency will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals will be met using funds under this subpart.
  - (6) A description of how the local educational agency will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.
  - (7) A description of how the local educational agency, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be carried out under this subpart and in the preparation of the application.
  - (8) A description of the results of the needs assessment described in subsection (c).
  - (9) A description of how the local educational agency will provide training to enable teachers to —
    - (A) teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
    - (B) improve student behavior in the classroom and identify early and appropriate interventions to help students described in subparagraph (A) learn;
    - (C) involve parents in their child's education; and
    - (D) understand and use data and assessments to improve classroom practice and student learning.
  - (10) A description of how the local educational agency will use funds under this subpart to meet the requirements of section 1119.
  - (11) An assurance that the local educational agency will comply with section 9501 (regarding participation by private school children and teachers).
- (c) **NEEDS ASSESSMENT-**
  - (1) **IN GENERAL-** To be eligible to receive a subgrant under this subpart, a local educational agency shall conduct an assessment of local needs for professional development and hiring, as identified by the local educational agency and school staff.
  - (2) **REQUIREMENTS-** Such needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.