PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education

School District: Garden City UFSD
BEDS Code: 26021803000

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been meet.

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

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) 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.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:
   - describe and implement a mentoring program for new teachers;
   - provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
   - ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
   - state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
   - describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards;
   - provide staff with training in school violence prevention and intervention; and
   - provide professional development to all professional and supplementary school staff who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).
(The latest version of CR 100.2(dd) can be found at: http://www.p12.nysed.gov/part100/pages/1002.html.)

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

[Signatures and dates]

Robert Feirsen, Ed.D.
Print Name of Superintendent of Schools

Original Signature of Superintendent of Schools

5/16/17

Adopted by the Board of Education on Date:

5/16/17

Original Signature of President, Board of Education

Last updated 03/21/17
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The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 320 EB
89 Washington Avenue
Albany, NY 12234

Last updated 03/21/17
Garden City Schools  
Professional Development Plan  
2016-2017

Professional Development Mission Statement

The Garden City School District seeks to create an environment that embraces diversity in teaching and learning styles, which maintains mutual respect, provides opportunities for all staff members to grow as individuals, as professionals, and as members of the school community while striving to achieve the optimal level of academic knowledge and expertise.

The goal, as well as the responsibility of the Professional Development Committee, is to help all staff members engage in meaningful and sustained professional development in their respective discipline, resulting in improved student achievement.

Introduction

The Garden City School District Professional Development Plan reflects district philosophy, New York State mandates, and CTLE requirements. It is based upon district goals and mission statements providing for individual teacher needs as well as the demonstrated needs of students. The Professional Development Plan as required for CTLE has three key priorities:

1) Promote the development of content knowledge
2) Promote quality pedagogy
3) Enhance instructional approaches and outcomes for English Language Learners and all diverse learners

All three of these goals are attained within the context of fostering a positive learning environment, supporting New York State Common Core Learning Standards, and the integration and application of technology. There is extensive collaboration among colleagues to enhance skills, improve understanding about social/emotional learning and increase levels of classroom effectiveness. Garden City educators are extensively and routinely involved in site-based workshops that connect professional learning to daily school experiences. Further, the Garden City School District has employed a full time staff developer to provide sustained professional development to meet these priorities.

Professional Development Committee Members

Teachers/PPS Professionals
    James Cotter, High School
    Kerri Hand, Stewart
    Erin Hegmann, Stratford
    Millie Joyce, Locust
    Lauren Maguire, Staff Developer
Eryn Maher, Hemlock
Carlo Rebolini, High School
Dr. Kelly Spagnola, Primary Schools

Administrators
Dr. Maureen Appiarius, Assistant Superintendent for Personnel
   Jeannette Balantic, Social Studies Coordinator
Dr. Edward Cannone, Assistant Superintendent for Curriculum
   Nicole Hunn, Assistant Principal, Stratford
William Marr, Assistant Principal, Middle School
Nanine McLaughlin, Principal, High School
Dr. Rita Melikian, Director of Technology and Staff Development
   Linda Norton, Principal, Stewart
Dr. Suzanne Viscovich, Principal, Homestead

Parents
   Stacey Aries, PTA
   Gina Fornasar, SEPTA
   Christina Kilberg PTA

Purpose of Plan
Professional Development in the Garden City School District is designed to ensure that all
educators are provided with opportunities to improve professional practice using a variety of
resources and formats.

Professional Development opportunities will be directly related to:
   • Enhancing content area knowledge.
   • Developing curriculum based on the New York State Common Core Learning Standards
   • Supporting the use and application of effective instructional techniques.
   • Supporting effective technology integration and application to enhance student learning.
   • Using formative and summative data to inform instruction.
   • Working with English Language Learners and all diverse learners
   • Managing individual student curricular and social/emotional needs in heterogeneous
     settings.
   • Mentoring new teachers

Needs will be identified based upon:
   • New York State School District Report Card
   • New York State Standards
   • Garden City School District Goals
   • Garden City School District Needs Assessment Survey to all teachers
   • Curriculum Needs
   • Individual Teacher Goals
   • Building Goals
• Annual Professional Performance Reviews
• Other available data

**Goals**

I To enable faculty to plan for and implement an effective instructional program based upon New York State Common Core Standards in tandem with New York State mandates, as applicable.

*Staff Development workshops will be planned to provide professional staff with the most current information about the latest New York State Standards in each curricular area, enable teachers to grow professionally in their specific content area, plan curriculum, and to implement the standards at the highest levels. Workshops will include dissemination of information, analysis of the alignment of current curriculum with State standards, curriculum revision, assessment design, and data analysis.

*As required by New York State legislation and regulations of the Commissioner of Education mandated training in areas such as sexual harassment, violence prevention, DASA, substance abuse and recognizing and the reporting of child abuse will be provided.

II To provide all professional staff with the knowledge and instructional strategies to meet the needs of diverse learners.

*Workshops and activities will be designed to enable professional staff to analyze assessment data, determine the specific learning needs of students, and meet a wide range of student needs within a heterogeneous classroom. Students who demonstrate above-average capabilities, necessitating enriched curricular opportunities will be accommodated along with those students needing additional supports. Those students with special needs and students who are English Language Learners will be a focus population in is endeavor. Specific workshops to address student needs will provide staff with strategies to differentiate instruction and enable all students to achieve at the highest levels. Coaching opportunities will also be provided to enable staff to incorporate these strategies into daily lesson activities.

III To provide opportunities for improving teaching practices and the student achievement through professional collaboration.

*Opportunities to share ideas and interact with one another is a key priority for all educators in the Garden City School District. To that end and in support of this goal, teachers will have opportunities to participate in collegial circles and professional learning communities. Teachers will have opportunities to lead workshops and to collaborate at faculty meetings, department meetings, during Superintendent’s Conference Days, and particularly in our in-
service workshops led by our staff developer, consultants, and administrators, and other teachers.

IV To assist teachers with their own professional growth based on individual interests and needs.

*In order to continue the excellence of Garden City’s current programs, teachers will need to keep current with recent trends and innovative programs. Through study and analysis, teachers may adapt these in whole or in part and incorporate these new ideas and innovations into curriculum and instruction and their own professional growth that will ultimately impact student achievement and college and career readiness. Faculty meetings, department meetings, conference attendance, and workshops be the forum for this goal. Further, virtual resources will be offered to enable all teachers to explore programs and learn about innovations in education.

**Implementation of the Professional Development Plan 2016-2017**

- District administrators, in collaboration with faculty members on the PDP committee, will assume responsibility for the design of staff development programs that provide an average of 26 hours of staff development experiences. These experiences will provide teachers with the information, strategies, plans, and skills needed to raise the level of student performance.
- During the 2016-2017 school year, the Professional Development Plan Committee will survey staff to identify specific needs, particularly as they relate to content knowledge, pedagogy, and working with English Language Learners. The survey will be conducted within the context of fostering a positive learning environment, supporting New York State Common Core Learning Standards, and the integration and application of technology.
- District administrators in collaboration with faculty members on the PDP committee will assume responsibility for the design of staff development workshops that provide opportunities to enhance the implementation of New York State Standards, develop curriculum and assessments, analyze data, and collaborate to improve achievement of students.
- District administration, in collaboration with faculty members and the PDP Committee, will plan workshops during two Superintendent’s Conference Days that will focus on the introduction of new programs, the infusion of technology into the curriculum and promoting technological literacy. Superintendent’s Conference Days will average 10 hours per year.
- District administration in collaboration with faculty members and the PDP Committee will design differentiation, co-teaching, special education and ELL staff development as well as coaching opportunities that will focus on the differing needs of all students. Additional workshops will include acquisition of content knowledge, understanding of our diverse learning community, enhancing instructional strategies, the social/emotional development of students, effective use of technology, and introduction of new programs.
- New teachers will receive a total of 30 hours of mentoring by an experienced member of the professional staff. Mentoring activities will revolve around New York State standards,
Garden City curriculum, instructional strategies, development and analysis of assessments, data-driven instruction, and district goals and procedures.

- All teachers will have the opportunity to complete 100 hours of professional development in five years.

The Professional Development Committee will review the Professional Development Plan before the end of the 2016-2017 school year. Evaluation criteria will include evaluations of workshops, faculty meetings, and related activities and the data provided by the district wide survey.

**Professional Development Opportunities**

The Professional Development Plan Committee recognizes that professional growth occurs in many forms. The list below provides examples of professional development activities in which teachers and other educators participate.

- Workshops conducted by district administrators
- Workshops and training conducted by consultants hired by the District
- Workshops conducted outside of the District
- Turnkey training provided by teachers and administrators
- University courses
- NYSUT effective teaching courses
- Superintendent’s Conference Day seminars and presentations
- Conference and Convention attendance
- Presenting during out-of-district workshops and conferences
- Providing instruction for professional development activities
- Investigating new curricula
- Curriculum writing
- Designing new units, activities, and assessments as part of a grade level, department, etc.
- Collaborative planning
- Collegial circles
- PLCs
- Peer coaching
- Mentoring
- Articulation meetings
- Grade level(s), faculty, department and interdepartmental meetings
- Evaluating educational materials
- Classroom visitations
- School visitations
- Interdisciplinary planning
- Study of student exemplars
- State exam training and correcting, i.e. ELA/Math, new Regents exams
- Item writing for state examinations
- Developing needs assessments
- Training for instruction of special needs students
- CSE process instruction
- Professional reading and discussion groups
- Pre and post observation conferences
- New Teacher Orientation Program activities
- New Teacher Workshops
- Serving on state or national committees and boards dealing with issues relevant to professional development

**Consultants: 2016-2017**

In addition to the opportunities for professional development noted above, for the 2016-2017 school year, the following consultants will also be utilized by the Garden City School District for professional development:

- To expand instructional practice and knowledge in the area of literacy, reading instruction based on a variety of approaches will be provided to our K-5 classroom and reading teachers by **Dr. Erica Pecorale**, 473 Pine Acres Blvd, Brightwaters, NY 11718.
- To expand instructional practice and knowledge in the area of literacy, reading instruction based on a variety of approaches will be provided to our K-5 classroom and reading teachers by **Dr. Catherine Stahl**, 246 Greene St., New York, NY 10003.
- To expand instructional practice and knowledge in the area of inquiry-based instruction across content areas based on a variety of approaches will be provided to our K-12 classroom and reading teachers by **Lynne Cuccaro**, 30 School Road, Hilton Head, SC 29925.
- To expand instructional practice and knowledge in the area of the NYS testing program will be provided to our K-5 classroom and reading teachers by **Mary Mathers**, 111 Cherry Valley Ave, Apt 516, Garden City
- To expand our instructional practice and knowledge in the area of NYS standards and regulations and professional development for serving **English Language Learners** will be provided to our K-12 teachers by Nassau BOCES, 1 Clinton Road, P.O. Box 9195 Garden City, NY 11530-9195, Western Suffolk BOCES, 507 Deer Park Road, Dix Hills, NY 11746, and Eastern Suffolk Boces, 15 Andrea Rd, Holbrook, NY 11741
- To expand our instructional practice and knowledge in the area of NYS standards and regulations, professional development will be provided to our K-12 teachers by Nassau TRACT, 3000 Hempstead Turnpike, Levittown, NY 11756