

2023-2025



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I. Professional Learning Planning Team

The North Merrick School District Professional Learning Planning Team is comprised of representatives from each of the three schools with representation from the teachers, parents, principals, central office administrators, Board of Education, higher education, and local businesses. In collaboration with its Teacher Center, the North Merrick UFSD reviews annual needs assessments and student achievement data. The data is analyzed, interpreted, and then utilized to set professional development goals for the school year. Teacher Center agendas include planning, implementation, funding, and evaluation of the planned professional development.

Sarah Anusiak	NMFA Representative, Old Mill Road
Kathleen Austin	NMFA Representative, Camp Avenue
Kim Greenberg	NMFA Representative, Old Mill Road
Kim Goltermann	Policy Board Chair- NMFA Representative, Old Mill Road
Jaclyn Guidice	Assistant Superintendent for Curriculum, Instruction, and Personnel
Stacy Israel Haller	North Merrick Community Representative
Susan Hospodka	NMFA Representative, Old Mill Road
Samantha Jones	NMFA Representative, Old Mill Road
Patricia Jorgenson	NMFA Representative, Camp Avenue
Sheila Kushner	NMFA Representative, Harold D. Fayette
Howard Merims	Principal, Harold D. Fayette
Cathy Marketos	NMFA Representative, Camp Avenue
Jessica Marciana	NMFA Representative, Old Mill Road
Kimblee Alfano Metzger	NMFA Representative, Camp Avenue
Christine Mitkish	PTA Representative
Kathy Moran	North Merrick Board of Education Trustee
Christina Moser	NMFA Representative, Old Mill Road
Arlene Nucero	NMFA Representative, Camp Avenue, NMTC Director
Alissa Palen	NMFA Representative, Camp Avenue
Christine Paras	NMFA Representative, Camp Avenue
Brian Pascarella	North Merrick Business Representative
Lisa Sokol	Assistant Director, NMFA Representative, Harold D. Fayette
Dr. Sherri Suzzan	Higher Education Representative
Christine Talbot	Supervisor of Instructional Technology, Library Media, and Data Reporting
Ginette Targowski	NMFA Representative, Old Mill Road
Christine Vanella	NMFA Representative, Camp Avenue
Erin Wan	NMFA Representative, Camp Avenue
Jill Wynne	NMFA Representative, Old Mill Road

The final determination on the content of the Professional Learning Plan shall be the decision of the Board of Education.

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

II. Introduction

Professional learning is a complex process that results in long-term positive growth in both teacher performance and student achievement. This process shall include:

- Responsiveness to diverse needs of faculty and student population
- Involvement of faculty in planning and decision making
- Integration of current research with proven practices
- Analysis of aggregated and disaggregated practices
- Collegiality and collaboration
- Integration of individual goals with school district goals
- Innovative practices
- Reflection, evaluation, and modification
- Recognition and appreciation of achievement

The mission of the North Merrick Union Free School District's Professional Learning program is to foster an atmosphere conducive to supporting and encouraging faculty members to continue to be learners for the purpose of personal as well as professional goal attainment and the optimization of student performance.

Each year, each school district shall describe in its plan how it will provide teachers in its employ, holding a professional certificate (transitional or initial professional certificates) and teaching assistants with Level III license, with opportunities to maintain such certificate in good standing based upon successfully completing 100 hours of professional learning every five years.

In order to provide high quality professional learning to meet the needs of our teachers, the Professional Learning Plan of the North Merrick School District is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

III. Philosophy and Program Overview

The North Merrick Union Free School District is committed to an ongoing comprehensive professional learning effort for all teachers, teacher assistants, substitute teachers, and supplementary staff. After a careful review of the New York State Next Generation Learning Standards, Assessments, and the NYSED's Ten Standards for High Quality Professional Development (Attachment A) a comprehensive plan was developed to support these standards and to ensure that all North Merrick students achieve at the highest level in all instructional areas. Achievement data from the most recent New York State assessments, as well as achievement data from nationally standardized tests were administered and analyzed to identify strengths and areas in need of improvement.

Steadfast in the belief that professional learning and growth is a critical element in increasing student achievement for all students, planned programs, workshops, and meetings, coordinated by District, building leadership, teacher/administrator collaboration are scheduled throughout the school year. The focus at all levels (District, Building, and Individual) is on improving student achievement with an emphasis on support for programs, subject areas, instruction, and assessment. For example:

- District Focus: Areas that are clearly aligned with New York State content and performance standards, student assessment data, the New York State Annual Professional Performance Review (APPR) and district goals.
- Building Focus: Areas that are unique needs for a particular building grade level, Learning Team, as recommended by the principal and determined by the reference group, or identified by the NYS Department of Education.
- Individual Focus: Areas of individual needs to address one's professional practice, as outlined in their APPR with their building principal or self-identified.

In addition, district curriculum resources are updated when necessary to provide alignment with the state standards at each grade level with clear expectations for student achievement. Implementation strategies, activities, assessments, and timelines are being established for addressing learning needs. All stakeholders will be involved at both the school and district levels to ensure that this information is articulated within and across grade levels, K – 6, at conference days, grade level meetings, faculty meetings and through numerous professional development opportunities during the school day.

Teachers, newly hired to the North Merrick Union Free School District, participate in a four-year Miniversity program (15 hours per year) during which they participate in workshops, taught by in-house practitioners, focused on academic expectations, instructional practices, assessment, classroom management, special education, data analysis, parent/teacher communication strategies, supporting the needs of diverse learners, and stress management.

Teachers with less than two years teaching experience are provided with a mentor. The North Merrick Mentoring Guidelines (Attachment B) provides frameworks for mentors and mentees to study effective teaching practices including student engagement, environment building, content organization and planning, instructional planning, integration of technology, and assessment.

The North Merrick Teacher Center works collaboratively with the district leadership to provide rich professional learning that is aligned with the district's goals and objectives.

Administrators participate in our professional development training and lead evaluator training to provide them with the foundations they require to observe and evaluate teachers.

The Superintendent maintains files in the district office that ensure that all faculty members are highly qualified. Annual review of these files is conducted by the Office of Personnel.

IV. Professional Learning Design

Introductory, intermediate, and advanced styles of learning as well as experiences for orientation, retooling, enrichment, and mentoring/remediation remain priorities in the development of a total Professional Learning Program. Embedded in the program is the necessity to continue to set goals and create learning experiences to allow professionals to meet these goals. Professional learning may include, but is not limited to:

- In-service and graduate level courses
- Conferences
- Visitations
- Peer review and mentoring

- Action research
- Committee membership
- Curriculum development
- Networking – grade level sharing
- Workshops
- Demonstrations/model lessons

V. District Resources

The following resources are used to implement the Professional Learning Plan

- District budget
- Consolidated Title Grants
- Special Education Grants

VI. Professional Learning Providers:

Professional learning in the North Merrick School District is facilitated by qualified educators, consultants and organizations, including, but not limited to:

- Curriculum developers/writers
- Exemplary teachers/administrators
- District teacher professional growth courses
- BOCES consultants (including Nassau, Western Suffolk, Putnam Northern Westchester, Monroe-Orleans)
- Higher Education Institutions (including Columbia Teachers College, Hofstra, Adelphi, Molloy, LIU CW, Post New York University, St. Joseph's College, Dowling College, Iona College, University of New Hampshire)
- Consultants (including Rose Peppe, Emily Kang, Diane Ripple – Consulting that Makes A Difference)
- Corporations and Organizations (including Bureau of Education Resources, Planning Performance Innovation, Pearson, Lego Robotics, IXL, NEW, Learning A-Z, Achieve 3000, Schoolwide, Center for Responsive Classrooms)

VII. Needs Assessment Sources Used

Needs analysis is conducted on an ongoing basis. Data are gathered from the following sources:

- District goals
- Analysis of New York State assessment data
- Student performance results disaggregated by ethnicity, gender, SES and other special needs.
- Analysis of benchmark assessment data (NWEA and Fountas and Pinnell)
- Student attendance rates
- Teacher/faculty surveys to provide feedback, to ascertain individual learning needs, and to design differentiated strategies and activities.
- School Report Card
- Shared decision making
- Professional development feedback information

VIII. Professional Learning and Continuing Teacher and Leader Education Activities

Our Professional Learning Plan will include activities that assist our educators in meeting NYSED's Continuing Teacher and Leader Education (CTLE) requirement of 100 hours of acceptable CTLE activities, every five-year registration period. Acceptable CTLE activities

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

Acceptable CTLE includes activities focused on:

- Content area(s) of the certificate(s) held,
- Pedagogy,
- Language Acquisition addressing the needs of English language learners, which is 50 hours for teachers of ENL or 15 hours for all other educators;

The following certificate holders must meet this requirement:

- Professional certificate in the classroom teaching service,
- Professional certificate in the educational leadership service (i.e., School Building Leader, School District Leader, and School District Business Leader),
- Teaching Assistant Level III certificate

In addition, North Merrick School District includes differentiated professional learning activities aligned with:

- Short and long-term district goals
- Classroom applications
- National and statewide standards
- Individual professional goals
- Student achievement data
- Teachers' technological learning and application to instruction
- Differentiated opportunities for faculty members
- Changing conditions in the school community and developing proficiencies among students and faculty

The following summary provides concrete examples of professional learning activities which meet these criteria and are currently supported by the district.

Activity	Description
College and University Coursework	<p>The district accepts credit for approved graduate course upon completion of the course and the receipt of a college/university transcript. For an on-line course to be considered for graduate credit, it must meet the negotiated guidelines.</p> <p><i>CTLE: Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an approved CTLE sponsor and awards CTLE clock hours for the courses. Coursework must be between the start date and expiration date of the five-year registration period. It must be in content, pedagogy, and language acquisition.</i></p> <p><i>For credit-bearing university or college courses, each semester-hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of</i></p>

Activity	Description
	<i>credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.</i>
In-Service Coursework	The district sponsors several workshops and in-service courses for which teachers receive in-service credit. The district also approves participation of its faculty in many of the NYSUT and BOCES courses, and other established and recognized educational programs. In collaboration with the District, the North Merrick Teacher Center offers courses that are aligned to New York Standards and the North Merrick UFSD goals.
Information and Communication Technology	Professional development in instructional technology is essential for teacher growth and facilitation of learning. The district utilizes the professional services of the administrative team and technology committee members to help develop an integrated technology program and offers professional learning on various digital software programs, interactive technologies, and digital applications,
Student Support Services	The district supports and encourages a variety of meetings, district-wide conferences and workshops with respect to meeting the learning and social-emotional needs of all students. These activities include a focus on the needs of students with special needs and English Language Learners.
Mentoring and Transitional Support	The district has a mentoring program for new teachers as required by the Commissioner's Regulations. (See Attachment B) For teachers experiencing a new school or grade level, building professionals assist the teacher in the transition. These mentoring activities serve the purpose of orienting faculty to district-wide and school goals as well as providing for individual growth. <i>CTLE: Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of a school district or BOCES' mentoring program may, at the discretion of the school district or BOCES, up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.</i>
Curriculum Projects	The district's professional faculty is invited to propose curriculum projects which focus on NYS Standards and identified instructional and student learning needs.
Specialized Faculty Training	In recognition of the changing needs of students, the district has supported and increased the specialized training of professional and support faculty with respect to training in/for meeting the needs of students with disabilities in inclusive settings, differentiated instruction, and the instruction of the gifted and talented.
New Teacher Orientation/Miniversity	The district offers new teachers an orientation program that introduces them to the community, their colleagues and the policies and procedures of the District. In addition, new teachers are required to

Activity	Description
	attend 15 hours of “miniversity” workshops in content, pedagogy, and language acquisition during their entire probationary period.
Turnkey Training	When a faculty member is trained in or has expertise in a particular topic, he/she may facilitate a workshop to train his/her colleagues.
Embedded Professional Development	Embedded professional development is driven by data, research-based evidence and short- and long-term student needs. Examples of embedded professional development are the series of workshops presented by classroom teachers to support the district’s adoption of a reading and writing strategy.
Faculty Meetings	At faculty meetings teachers engage in professional learning on local, region, state, and national issues. Examples of professional learning during faculty meetings are: NYS Project Safe Schools against Violence in Education (SAVE), integrating technology, Common Core Learning Standards, data analysis, DASA. <i>CTLE: Mandated trainings such as DASA, CAI, SAVE, and others are certification requirements and are NOT considered CTLE. If a specific CTLE activity (in content, pedagogy, or language acquisition) is completed in any part or during a faculty meeting, then a Certificate of Completion Form will need to be issued for the portion of the meeting spent on the CTLE activity.</i>
Grade-level Meetings	Grade level meetings provide teachers with the opportunity to analyze local and state results, share best practices, and use findings to inform their instruction. These topics include curriculum articulation, differentiation, and learning standard implementation. <i>CTLE: If a specific CTLE activity (in content, pedagogy, or language acquisition) is completed in any part or during perhaps a faculty meeting, then a Certificate of Completion Form will need to be issued for the portion of the meeting spent on the CTLE activity.</i>
Curriculum Advisory Council	The Curriculum Advisory Committee utilizes current research, data, and best practice models to support decisions, materials, and programs that the committee investigates, pilots, implements, and assesses.
Visitations	Teachers and administrators may visit school districts within Nassau and Suffolk Counties when researching new programs, initiatives, and/or technology implementation. Such visits have focused on guided reading, ESL, and mathematics instruction.
Lab Sites	Lab site visitations during which a contracted professional developer conducts demonstration lessons, including research-based strategies, are attended by teachers. Prior to and following the demonstration, the faculty developer meets with teachers to set the stage and to debrief.
Contractual Obligation	The minimum contractual obligation for faculty participation in professional development is 5 one-hour after school meetings and 1 Superintendent’s Conference Day. Teachers who hold Professional Certification must complete 100 hours of professional development within each five-year period.

Topics of professional learning during the implementation of this plan include, but are not limited to Next Generation Science Standards and the National Geographic Science Program, New York State Science Investigations, New York State Physical Education Standards, Computer Science and Digital Fluency Standards, the Science of Reading, Heggerty Phonemic Awareness Program, Orton Gillingham, Wilson Foundations, IXL, Responsive Classrooms, and Restorative Practices.

IX. Recordkeeping Requirements and Reporting CTLE Hours

Educators must maintain personal records of completed continuing teacher and education leader (CTLE), including:

- The title of the activities;
- Total number of hours completed;
- Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners;
- Approved CTLE sponsor's name and number;
- Educators' identifying information listed on the activities;
- Attendance verification; and
- Date and location of the activities

North Merrick professional learning opportunities will be designated in My Learning Plan. Teachers and teaching assistants will need to register for these opportunities as they would for an out-of-district workshop or course. This includes faculty meetings, department meetings, and grade level meetings where professional learning in content, pedagogy, and/or language acquisition is the focus (Section VII of this plan). The facilitators will create activities in My Learning Plan when the purpose of these meetings is for professional learning. A certificate of completion form will be available upon completion of the professional learning. The District will retain these records for a minimum of eight (8) years from the date of completion of the professional learning by the professional certificate holder.

The responsibility for logging these hours through My Learning Plan, obtaining proof of attendance for courses, conferences and workshops attended and reporting professional learning activity rests with the individual teacher

X. Review

This plan will be reviewed annually by the North Merrick Professional Learning Committee

ATTACHMENT A

New York State Education Department Ten Standards for High Quality Professional Development

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

ATTACHMENT B

North Merrick Mentoring Program

*"It is the supreme art of the mentor to awaken joy in creative expression and knowledge."
-Albert Einstein*

Introduction

The needs of a new teacher are unique. These needs range from classroom management, structuring curriculum, and meeting the diverse needs of their students. Beginning teachers are often reluctant to ask for help or seek assistance. Without assistance and support designed to help the beginning teacher to confront daily problems and uncertainties, new teachers are more likely to leave the profession in the first four years of their career. (Darling-Hammond, 1997). With assistance, support, and encouragement from veteran teachers serving in the role of mentor, new teachers will move more quickly from concerns about management and control to concerns about instruction. (Odell, 1986) The mentor is available for immediate help and will serve as a confidant when needed. The ultimate goal of the confidential mentor/teacher relationship is to enhance new teacher performance and improve student achievement.

North Merrick has a four-year Miniversity Program in place, which has served to retain, train, and support teachers new to the District. The Mentoring Program complements the Miniversity Program.

All school districts are required to develop a formal Mentoring Program for new teachers, as per the Commissioners Regulations. In addition, any mentoring components that fell in the purview of the Taylor Law were required to be collectively bargained consistent with legal requirements. All teachers certified after February 2nd, 2004, who possess initial certificate, are required to complete a mentored teaching experience within their first year of employment as a teacher. The only exception to this requirement is for a teacher holding an initial certificate who has two or more prior years of teaching experience.

Mission Statement

*"Never doubt that a small group of committed people can change the world;
indeed it is the only thing that ever has."
- Margaret Mead*

The North Merrick School District recognizes the great value and importance of providing teachers new to the profession with the structured guidance and support necessary for long term success in the classroom. We believe that the nurturing mentor, at the start of a new teacher's career, will help to establish a solid foundation upon which a fulfilling and meaningful career can develop.

While professional growth is the result of many factors, new teachers need the opportunity to learn from a master teacher. Our mentoring program will provide guidance from a highly qualified colleague whose skills, values, and experience will benefit new teachers, in their first year of employment in North Merrick. Mentors will reap rewards and grow professionally from the inherently introspective process of providing support and assistance to someone beginning

their career. Most importantly, a dynamic mentoring program will ensure the development of a new generation of extraordinary educators whose standards of excellence will ultimately benefit the children we serve and in the future.

Goals for the Mentoring Program

- To assist new teachers in making the transition from theory to the achievement of best practices through collaborative, growth-oriented, relationships.
- To enhance new teacher performance and thereby assure quality instruction and improved student achievement.
- To provide new teachers with support, counsel, and encouragement.
- To facilitate the personal and professional adjustment of the new teacher to the culture, standards, and expectations of the district, the individual school building, and the community.
- To increase the potential for success and the retention of promising teachers.
- To benefit from the talent, knowledge, and expertise of experienced faculty.
- To provide mentor teachers with opportunities to reflect on their own practice, enhance their performance, and continue to grow professionally.

The Role of the Mentor

Teachers who serve in the role of a mentor shall provide beginning teachers with on-going guidance and support. The purpose of this relationship shall be to help the beginning teacher to transition successfully into the profession with the goal of increasing student achievement. Specifically, mentors will:

- a. Be tenured teachers who are recognized as accomplished educators.
- b. Be from the same building and grade level/special area as the new person where possible.
- c. Model excellence in teaching and professionalism.
- d. Meet with the new teacher regularly for the purpose of:
 - Establishing a trusting relationship
 - Easing the transition from theory to best practices.
 - Sharing suggestions and ideas to increase student learning.
 - Planning effective lessons and sharpening instructional skills.
 - Discussing and implementing classroom management.
 - Sharing a variety of teaching tools and instructional models.
 - Developing various communication styles to create positive relationships with parents and the school community.
- e. Assist the new teacher in:
 - Understanding district expectations, performance standards, building procedures, and observation and evaluation criteria.
 - Adapting to school culture and understanding the school community.
 - Organizing his/her priorities and strategies for effective time management.
 - Problem solving and identifying and implementing positive solutions.
 - Managing the various paperwork and record keeping required to effectively stay organized
- f. Be trained in effective mentoring practices.
- g. Respect the confidentiality of the mentoring relationship and function in an advisory rather than an evaluative role.

- h. Seek assistance if concerns and/or conflicts arise with the new teacher.
- i. Keep a log of meetings and mentoring activities.

Mentoring Activities

To assist with developing effective practices, the mentor and the new teacher will work together in a variety of activities that will enhance classroom performance and foster student achievement. The following list of mentoring activities is provided as a suggested guide.

- a. Meet to review and explain school and district policies and procedures.
- b. Model teaching techniques.
- c. Conference to develop instructional strategies.

Possible topics include:

- Lessons and unit planning
- Use of resources
- Classroom Management
- Questioning techniques
- Implementation of technology
- Learning styles
- Special education accommodations

- d. Assist in obtaining materials
- e. Discuss student assessment.

Possible topics include:

- Grading policies
- Ability to set appropriate expectations
- Test development and grading

- f. Assist with record keeping.

Possible topics include:

- Attendance, grade reporting
- Grade/Plan books
- Permanent record files

- g. Help to develop positive communication with parents.

Possible topics include:

- Phone conversations
- Parent Conferences
- Meet the Teacher Night
- Report Cards

- h. Participate in PTA/SEPTA, and school-community events.
- i. Attend meetings, conferences, and other professional activities.
- j. Help to develop a professional and collegial network.

Selection of Mentors

To be eligible to be a mentor, faculty members must be volunteers who are tenured. Mentors should be individuals with a broad knowledge of the faculty, and an understanding of the mentoring process and the responsibilities it involves. In addition, they must be willing and available to participate in designated mentor training.

District administration, in conjunction with building principals, shall choose mentors for all eligible new teachers. Whenever circumstances permit, special area/grade level, experience, and

other relevant factors shall be considered in matching mentors and new teachers. In an effort to make the selection of mentors more equitable, mentorships may be rotated every two or three years, provided there are a sufficient number of eligible applicants.

The Mentor Program Supervision

The Mentor Program Supervisor, Assistant Superintendent, responsibilities will include, but will not necessarily be limited to, the following:

Meeting with mentor/new teacher during the school year to discuss the mentoring relationship and to ensure that the mentor/new teacher pairs are meeting the goals of the program.

Serving as the mediator to resolve conflicts that may arise between mentor/ new teacher pairs and seek administrative intervention where needed.

Collecting the activity logs maintained to verify the completion of 16-hours of mentoring activity.

Allocation of Time for Mentors, New Teachers, and Mentor Coordinator

Allocation of Time for Mentors

Faculty members who serve as mentors will be expected to meet with their new teacher for 16 hours outside the regular workday. Mentors receive compensation as per the NMFA Contract. In addition, mentors will be expected to keep detailed logs of activities comprising the 15-hours of time outside the regular workday.

Allocation of Time for New Teachers

New teachers will be expected to meet with their mentor for 16 hours outside the regular workday to meet the goals of the mentoring program.

Mentor/New Teacher Record Keeping

The district is required to maintain a record of the mentoring program. These records will include the names and teacher certificate numbers of the new teachers and their mentors, types of mentoring activities, starting and ending times, and the number of hours of mentoring each new teacher received. A Mentoring Activities Log will be provided and used to record hours and activities.

Mentors will be expected to maintain the logs with the original signatures of the mentor and new and provide a copy to the new teacher. At the conclusion of the school year, the mentor will submit the original mentoring logs to the Assistant Superintendent. The mentor and new teacher should keep a copy of the completed logs for their files.

Mentor Program Evaluation

The Mentor Program will be evaluated to assess the overall success of the program and to identify improvements form for the future

**North Merrick Union Free School District
North Merrick, New York**

Mentor Log

Mentor:
Mentee:

Date	TIME			Type of Mentoring Activity
	Started	Ended	Total	
Mentor Signature:			Total:	Mentee Signature:

Signature/Date
Assistant Superintendent for Curriculum, Instruction, and Personnel

ATTACHMENT C:
Registration and Continuing Education Requirements

Registration & Continuing Teacher and Leader Education (CTLE) Requirements			
Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT/PROFESSIONAL Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Individuals employed in NYS Charter schools and 4410 schools are not required under regulations to choose a registration status of registered or complete CTLE.			

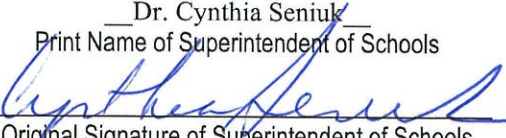
**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**


School District: North Merrick UFSD

BEDS Code: 280229020000

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 met.
- (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 aligned with New York State Professional Development Standards at:
<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - 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 100 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.

<p>____ Dr. Cynthia Seniuk ____ Print Name of Superintendent of Schools</p> <p> Original Signature of Superintendent of Schools</p> <p>_____ Date</p>
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<p>Adopted by the Board of Education on Date: _____</p> <p> Original Signature of President, Board of Education</p>

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 364 EBA
89 Washington Avenue
Albany, NY 12234