

Harborfields Central School
District

Professional Development Plan

2010-2011 School
Year

**HARBORFIELDS CENTRAL SCHOOL DISTRICT
Greenlawn, New York**

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ACKNOWLEDGEMENTS

The Professional Development Plan reflects building and district-level professional development initiatives planned for the 2010-2011 school year. The implementation plan and projected budget are updated annually to ensure the alignment of professional development initiatives with school-level and district goals.

It is with much appreciation that we acknowledge the following committee members who have contributed to the 2010-2011 Professional Development Plan.

- ◆ MaryAnne Dono, Teacher, Oldfield Middle School
- ◆ Maureen Kelly, Principal, Washington Drive Primary School
- ◆ Christine Mayr, Teacher, Thomas J. Lahey Elementary School
- ◆ Florence Tuzzi, Principal, Thomas J. Lahey Elementary School

Respectfully submitted,

Diana Todaro
Deputy Superintendent

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SECTION I

1. INTRODUCTION

In 1999 the Commissioner of Education established a regulation which specifies that school districts will be required to adopt a Professional Development Plan to ensure *teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students*. As a result, a professional development district-level planning team was initiated to address the commissioner's regulations. Each year the professional development plan is presented to the Board of Education for approval and adoption.

The 2010-2011 Harborfields Central School District's Professional Development Plan provides an overview of professional enhancement opportunities available district-wide. The district-level planning team has worked collaboratively with building-level staff to identify professional development needs based on feedback gathered from K – 12 staff. The survey may be found in Appendix I.

2. DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLANNING TEAM

The district-level professional development planning team consists of the following staff members:

- teacher representatives
- administrative representatives
- deputy superintendent

This team works collaboratively with school-level committees and administrators to ensure that professional development needs of the district, individual schools, and staff are addressed.

The district-level professional development planning team will be responsible for annually reviewing professional development activities.

3. SCHOOL-LEVEL PROFESSIONAL DEVELOPMENT COMMITTEE

The principal of each school will formulate and work with a school-level professional development committee. Each committee will be responsible for identifying professional development initiatives aligned with school, district, or Board of Education goals. The performance data gathered from New York State and local standardized assessments will assist in developing these goals.

The intent of the Harborfields Central School District's Professional Development Plan is to improve the quality of teaching and learning by ensuring that teachers participate in professional development experiences to remain apprised of current educational trends and pedagogy.

SECTION II

1. IDENTIFICATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Each year Harborfields' Board of Education identifies goals which reflect specific needs of the school-community. Annually, these goals have been communicated to the K – 12 staff and community. Within the past several years, the following instructional goals have been identified and supported at each level:

- development of a K – 12 Character Education curriculum
- development of a 3 – 5 Balanced Literacy program
- development of K – 5 Physical Education enrichment component
- enhancement of K – 2 Literacy Collaborative program
- integration of technology in K – 12 classrooms
- alignment of K – 12 English Language Arts curriculum
- development of a 3 – 6 Gifted program
- assessment of Academic Intervention Services
- analysis of K – 12 student performance data to improve instruction
- development of K – 12 approach to address health and substance abuse issues
- development of a New Teacher Mentor program
- alignment of K – 12 Math curriculum
- alignment of K – 5 Social Studies and Science
- realignment of K – 8 Math curriculum
- development of Integrated Algebra, Geometry, Advanced Algebra, and Trigonometry curriculum
- development of seventh and eighth grade social studies curriculum to align with new textbook
- realignment of sixth grade language arts curriculum

The assessment data, as depicted in the annual School Report Card, has provided a resource in formulating professional development which addresses and supports New York State Education Department curriculum standards.

2. OVERVIEW OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The professional development available to staff is generally clustered in the following areas:

- implementation of the New York State Learning Standards
- implementation of statewide assessments
- integration of technology

- data analysis
- integration of reading and writing into all content areas
- alignment of curriculum

The following professional development activities will be available to K – 12 staff during the 2010-2011 school year:

A. IN-SERVICE DISTRICT SPONSORED WORKSHOPS/TRAINING

The following list represents an overview of district-sponsored in-service workshops/training available to K – 12 staff. These courses may be accessed through the professional development online database MyLearningPlan.com. The course descriptions may be found in Appendix II.

- Implementing Balanced Literacy – The Writing Workshop
- Implementing Balanced Literacy – The Reading Workshop
- Literacy Continued Contact
- Integration of Technology into the Classroom Environment
- Response to Intervention
- S.A.I.L. Workshop
- Inclusion Planning
- Creating Instructional DVDs
- Introduction to Microsoft Applications
- Advanced Microsoft Applications
- Collegial Inquiry: Differentiated Instruction
- Introduction to SMART Board Technology
- CORE Team SMART Board Training

Each in-service course will be offered for a minimum of 15 hours enabling staff to acquire one credit. However, teachers and teaching assistants may register for a professional development workshop and/or course to acquire hours to fulfill certification requirements or professional growth.

B. NEW TEACHER ORIENTATION PROGRAM

The new teacher orientation program has been designed to support our new teachers during their first year in the Harborfields Central School District. The program requires new teachers to participate in monthly workshops. The monthly workshops address specific instructional areas and/or topics that are essential to ensuring the success of the first year teacher. The New Teacher workshop schedule may be found in Appendix III.

A mentor will be assigned to new or initially certified teachers, as required by the commissioner's regulations. The mentor will be required to provide a minimum of 45 hours of support to his/her protégé. A

detailed overview of the New Teacher Mentoring program may be found in Appendix IV.

C. SUPERINTENDENT'S CONFERENCE DAY

Each year the November Superintendent's Conference Day has provided K – 12 staff with the opportunity to participate in various workshops. The plan for this day has been developed based on feedback gathered from staff. In past years K – 12 staff participated in workshops which addressed the following topics:

- Integrating technology into the K – 12 classroom
- Overview of Response to Intervention
- Character Education into the K – 12 classroom
- Utilizing data to improve instruction
- Aligning K – 12 literacy skills

D. FACULTY MEETINGS

The monthly faculty meetings will address school-wide issues or topics of interest. These meetings will be directed by the principal or designated administrator. The discussion topics have included: school-wide testing, school-wide events, curriculum initiatives and programs, district and school goals, and professional development opportunities.

E. GRADE-LEVEL MEETINGS

The monthly primary and elementary grade-level meetings focus on the following topics: alignment of curriculum with New York State Learning Standards, integration of technology, integration of character education, utilizing data to improve instruction, implementation of new programs, school procedures, testing, and items related to school or district initiatives. The administrator in charge in collaboration with the grade-level coordinator will be responsible for developing the agenda.

F. DEPARTMENT MEETINGS

The monthly middle and secondary-level department meetings focus on the following topics: alignment of curriculum, integration of technology, utilizing data to improve instruction, implementation of new programs or initiatives, school procedures, testing, and items related to school or district initiatives. The administrator in charge will be responsible for developing the agenda in collaboration with the department coordinator.

G. RIGHT TO KNOW TRAINING

All K – 12 staff members participate in Right to Know training. Each year, training is updated and presented to K – 12 staff during a monthly faculty meeting. Additionally, a Right to Know training workshop has been included in the *New Teacher Orientation* program.

H. SEXUAL HARASSMENT WORKSHOP

All K – 12 staff members will participate in the sexual harassment workshop. The district's sexual harassment policy has been included in the new teacher binder. A sexual harassment training workshop is included in the *New Teacher Orientation* program offered during the summer.

I. OVERVIEW OF LITERACY PROFESSIONAL DEVELOPMENT

The K – 12 enhancement of literacy instruction has been an ongoing initiative at all levels. The following professional development support will be available to staff:

- **Washington Drive Primary School:** In 1999 the literacy collaborative program was introduced which resulted in training all K – 2 teachers. A new teacher assigned to Washington Drive Primary School will be expected to participate in 45 hours of initial training which includes a summer workshop. Subsequently, teachers have participated in 15 hours of training annually to enhance their skills. The reading teachers will conduct workshops to support teachers throughout the school year.
- **Thomas J. Lahey Elementary:** In 2003, the balanced literacy program was introduced. During the first year of implementation, training was available for one-third of the staff. Upon completion of the 2006-2007 school year, all classroom teachers were trained.

The staff will continue to participate in professional development workshops during the 2010-2011 school year to enhance instructional strategies to support the balanced literacy framework.

- **Oldfield Middle School:** In 2005-2006 sixth grade staff members introduced components of the balanced literacy framework. The reading teachers will continue to support staff with the instruction of literacy in the content area.

- **Harborfields High School:** The English/Language Arts teachers have participated in workshops which have focused on New York State English/Language Arts standards. However, each year teachers collaboratively meet to revise and enhance the 9 – 12 program.

The Harborfields High School's English Department assessed the twelfth grade English course based on feedback from Harborfields' alumni. As a result, the research component was enhanced to better prepare students for college programs.

J. DISTRICT/SCHOOL LEVEL COMMITTEES

The following district/school-level committees will be in place:

- **Character Education:** The character education initiative was introduced in 2002. As a result, the area of character education has been identified as an integral component of all lesson development. A character education binder has been distributed to all teachers. Additionally, new teachers to the district will receive an overview of the character education initiative which has been included as a component in the *New Teacher Orientation* program. Each school maintains a character education committee.
- **Technology:** The technology initiative was introduced in 2002. As a result, the area of technology has been identified as an integral component of lesson development. Each year in-service courses have been designed to support K – 12 teachers in this area. Additionally, new teachers to the district receive an overview of the technology initiative which has been included in the *New Teacher Orientation* program.

K. CURRICULUM/STAFF DEVELOPMENT INITIATIVES

Each year the Board of Education identifies goals and initiatives which provide the basis for ongoing professional development activities. As a result, staff members have been encouraged to attend conferences which focus on identified goals.

In 2004, the online professional development tracking system was introduced. Subsequently, all K - 12 staff were trained in using this system. As a result, each staff member has been able to track his/her professional development activities.

L. GOAL SETTING MEETINGS

At the beginning of each school year, K – 12 staff members will be expected to identify goals to enhance their background and instructional performance. The administrator in charge of a specific grade level or department is responsible for collaboratively working with the teacher to identify his/her goals. The teacher meets with his/her designated administrator to review his/her progress towards accomplishing the specified goals at mid-year and end-of-year.

M. SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION (S.A.V.E.) Training

In 2001 S.A.V.E. Legislation was introduced requiring schools to provide violence prevention and intervention training. Subsequently, each year staff will be expected to participate in training to be conducted by an approved consultant or staff member. The training should be offered during faculty meetings or as a Superintendent's Conference Day workshop.

N. CHILD ABUSE TRAINING

In order to receive permanent certification, teachers will be expected to participate in Child Abuse Training conducted by an approved consultant or staff member. The training will include recognizing and reporting child abuse, in addition to reviewing legal responsibilities.

O. PROFESSIONAL DEVELOPMENT FOR UNIVERSAL PRE-KINDERGARTEN STAFF

One of the expectations of the Universal Pre-kindergarten grant focuses on the areas of professional development. In this regard, monthly workshops will be conducted with Universal Pre-kindergarten teachers, support staff, and directors to ensure the alignment of curriculum and program objectives.

P. DIFFERENTIATED INSTRUCTION

For the 2010-2011 school year, a plan for implementing differentiated instruction at K – 5 levels will be presented to staff. A BOCES consultant will assist in facilitating this multi-year process, as outlined in the attached Implementation Plan for K – 5 Differentiated Instruction, Appendix V.

SECTION III

1. OVERVIEW OF STUDENT PERFORMANCE

The Professional Development Plan will focus on improving student learning by analyzing performance data gathered from 2010-2011 New York State and local assessments.

2. ELEMENTARY AND MIDDLE LEVEL NEW YORK STATE ASSESSMENTS

The New York State Commissioner of Education informed districts that cut scores for 2010 3 – 8 New York State assessments would be adjusted to ensure that proficiency scores accurately reflect a student's performance. A cut score identifies the range for a specific performance level. As a result, 2010 3 – 8 ELA and math proficiency scores were lower than 2009 scores.

The average statewide proficiency levels for 3 – 8 ELA and math were 53% and 61%, respectively. The performance of Harborfields' students on 3 – 8 ELA and math assessments exceeded the performance of students in Suffolk County, at all levels.

The New York State Education Department notified districts in July 2010 that the fifth and eighth grade social studies assessments will be eliminated for the 2010-2011 school year.

A five year comparison of elementary and middle level New York State assessment results and Suffolk Country results may be found in Appendix VI.

3. HIGH SCHOOL LEVEL NEW YORK STATE REGENTS ASSESSMENTS

The following highlights reflect the performance of secondary level students on the 2009-2010 New York State Regents examinations:

- The passing percentage on the English Regents was 98%, with a mastery rate of 74%.
- The passing percentage on the Living Environment Regents was 98% with a mastery rate of 77%.
- The passing percentage on the Global History and Geography Regents was 96% with a mastery rate of 71%.

A five year comparison of New York State Regents results may be found in Appendix VII.

4. HIGH SCHOOL ADVANCED PLACEMENT RESULTS

The Advanced Placement results may be found in Appendix VIII. The number of Advanced Placement examinations administered during the 2009-2010 school year was 869. In comparing the percentage of students scoring a three or higher on the 2010 Advanced Placement exams, the following points are to be noted:

- The mastery percentage on the English Language and Composition exam was 89% which represents an increase of 5%.
- The mastery percentage on the Environmental Science exam was 84% which represents an increase of 6%.
- The mastery percentage on the Spanish Language exam was 93% which represents an increased of 55%.

A five year comparison of Advanced Placement results may be found in Appendix VIII.

5. HIGH SCHOOL GRADUATION STATISTICS

The following highlights reflect the graduation statistics for June 2010 Harborfields High School graduates:

- The percentage of Harborfields High School students attaining a Regents Diploma was approximately 98%. The percentage of students attaining an Advanced Regents Diploma was 74%.
- The college attendance percentage for the class of 2010 was 97% with 79% attending four year colleges and 18% attending two year colleges.

A five-year comparison of graduation statistics may be found in Appendix IX.

SECTION IV

PROCESSES FOR TRACKING PROFESSIONAL DEVELOPMENT

The following guidelines have been established for tracking and monitoring professional development.

1. In-service Credit

The in-service professional development program as defined by the Harborfields Central School District provides K – 12 staff with the opportunity to enhance skills and instruction. The program enables staff to earn one in-service credit through his/her participation in the following activities for a minimum training period of 15 hours:

- school-based training
- college or university sponsored activity approved by the superintendent or superintendent's designee
- district-initiated program
- college or university courses that result in the awarding of college credit
- activities approved by the superintendent or superintendent's designee

The K – 12 staff members will be encouraged to participate in professional enhancement activities to enrich their background and knowledge, including but not limited to: attendance at conferences, conventions, BOCES sponsored workshops, New York State initiated workshops, and other activities similar in nature. In these situations, in-service credit may not necessarily be awarded.

2. Salary Advancement

One in-service education credit will be awarded for 15 hours of in-service activities. The successful completion of post-college (graduate) courses which are approved shall count toward salary credit and advancement. Upon completion of such courses, an official transcript from the school signed by the registrar will need to be forwarded to the Office of Human Resources.

3. Renewal of Certification or Change in Certification Status

Each year the Harborfields Central School District has worked with staff to meet requirements for permanent certification. Therefore, K – 12 staff

members who do not have permanent certification will be expected to enroll in courses in order to satisfy this requirement.

One of the requirements of initially certified staff is that he/she complete a minimum of 175 hours during his/her initial five years. A list of approved professional development activities may be found in Appendix X.

4. Graduate/In-service Education Transcripts

An application for the awarding of graduate or in-service credit shall be included with the transcript or certificate of completion issued by the agency, department, college, university, or district where the professional development activities occurred. The superintendent or designee must verify the successful completion of the professional development activity. Verification will include a date, title, hours of participation, and certification by the agency awarding professional development credit. Official transcripts will be required from a college or university.

5. Professional Development Course Approval

Upon initiating a request to participate in a professional development activity, the teacher will be expected to process his/her request online using MyLearningPlan.com. The request will then be routed through the following approval process:

- building level principal or assistant principal
- deputy superintendent
- assistant superintendent for human resources

A specific step-by-step process for using the online system has been outlined in the MyLearningPlan.com Resource Guide which may be found in Appendix XI.

During the 2008-2009 school year a new graduate/in-service course approval process was developed to ensure consistency. The attached process found in Appendix XII was disseminated to all staff.

6. Request for Day(s) of Absence

Once a conference or professional development activity has been approved, a printed copy may be generated from MyLearningplan.com. This copy, along with a completed *Request for Day(s) of Absence* form, will be forwarded to the building level administrator. *Request for Days of Absence* forms will be included in a teacher's personnel folder.

7. Conference Evaluation Report

Once the activity has been completed, the teacher will need to complete the final step by submitting a conference expense claim form with receipts if costs were incurred, in addition to a Conference Evaluation Report. The Conference Evaluation Report will be submitted online through My LearningPlan.com. The Conference Evaluation form was revised to include the following question: How do you plan to incorporate knowledge and skills acquired into your classroom, department, or school?

A copy of the Conference Evaluation Report may be found in Appendix XII.

SECTION V

1. EVALUATION

The focus of the Harborfields Central School District's Professional Development Plan is to develop and identify activities that will enhance the instructional environment for students. The district-level Professional Development Planning Team will assist K – 12 staff with the following:

- alignment of professional development with Board of Education goals, New York State Learning Standards, and school-based initiatives
- development and implementation of staff development based on identified school and district-level needs
- assessment of academic performance of students at each level

The assessment of the Professional Development Plan will be based on feedback gathered from the following sources:

- review of individual conference reports
- review of school-level professional development initiatives
- review of academic performance of students, as depicted in the yearly School Report Card

By offering ongoing support, the knowledge and skills of our staff will be enhanced. Additionally, participation on various committees utilizing the expertise of staff to train fellow colleagues and providing support to new teachers through the mentoring program will further ensure this outcome.

2. DISTRICT/SCHOOL-LEVEL INITIATIVES

The district's professional development activities will be aligned with Board of Education and school or department goals. It will be the responsibility of the school-level professional development committee to identify activities aligned with these goals.

The improvement of academic performance of K – 12 students will continue to be identified as a goal for the 2010-2011 school year. Therefore, this goal will be addressed by focusing on the following areas:

- supporting instruction
- aligning curriculum and professional development with New York State Learning Standards
- assessing students' progress, as outlined in the Academic Intervention Services Plan
- providing access to resources to improve instruction
- integrating K – 12 reading and writing skills to better align instruction with the new statewide assessments
- mentoring new staff

The following 2010–2011 goals will continue to remain a focus at the specified school:

Washington Drive Primary School

The Washington Drive Primary School K – 2 staff will focus on:

- improving the academic achievement of students in grades K – 2
- integrating technology and character education within each K – 2 classroom
- training and supporting K – 2 staff in the area of literacy
- training designated staff in the area of reading recovery
- working with a team of teachers to identify and assess Response to Intervention strategies
- identifying a grade 2 assessment
- realigning the grade 2 math curriculum
- providing professional development in the area of differentiated instruction

Thomas J. Lahey Elementary School

The Thomas J. Lahey Elementary School 3 – 5 staff will focus on:

- improving the academic achievement of students in grades 3 – 5
- enhancing the integration of technology into the 3 – 5 classroom through the use of SMART Boards
- integrating the New York Learning Standards in all core areas
- training and supporting staff in the balanced literacy framework
- training staff in analyzing student performance data
- continuing to implement Response to Intervention strategies to support students
- providing professional development in the area of differentiated instruction

Oldfield Middle School

The Oldfield Middle School 6 – 8 staff will focus on:

- improving the academic achievement of students in grades 6 – 8
- integrating character education and technology into the 6 – 8 classroom
- integrating the New York State Learning Standards
- training and supporting staff in the process of analyzing student performance data
- integrating the new seventh and eighth grade online social studies textbook
- realigning the sixth grade language arts curriculum
- integrating the new grammar textbook

Harborfields High School

The Harborfields High School 9 – 12 staff will focus on:

- improving the academic achievement of students in grades 9 - 12
- integrating character education and technology into the 9 - 12 classroom
- integrating New York State Learning Standards
- improving Regents and Advanced Regents Diploma results
- training and supporting staff in the process of analyzing student performance data

District

The district will continue to focus on implementing a K – 5 Response to Intervention model to assist teachers in developing instructional strategies to better assess students in need of academic support. The objective of Response to Intervention ensures that effective assessment tools and support strategies have been utilized prior to referring a student to the CSE process.

The K – 5 differentiated instruction implementation plan will be closely monitored and assessed. In addition, the grade 2 to grade 3 articulation will remain a focus for the 2010-2011 school year.

SECTION VI

1. PROFESSIONAL DEVELOPMENT FUNDING

The following professional development allocations have been appropriated for the 2010-2011 school year.

Area	Allocation
Professional Development Conferences (Teachers)	\$30,000
Professional Development Conferences (BOCES)	\$26,500
Professional Development Conferences (Administrators)	Not Budgeted
Professional Development Planning/Educational Consultants	\$25,000
Curriculum Development	\$15,000
Balanced Literacy	\$16,600
Reading Recovery	\$7,500
Inclusion Planning	\$9,000
Suffolk Teacher's Center Grant	\$1,600
<i>Total Projected Estimate</i>	\$131,200

The following resources will be used to assist the district in meeting identified yearly goals:

Resources	
Harborfields Central School District Staff	Exemplary teachers
	Content specialists
Other Providers	Institutions of higher learning
	Teacher's Resource Center
	Western and Eastern Suffolk BOCES
Curriculum Consultants	Content specific
	Alignment with New York State Learning Standards

APPENDICES

APPENDIX I

PROFESSIONAL DEVELOPMENT SURVEY

The professional development committee is interested in seeking your input relative to professional development topics to be offered during the 2010-2011 school year. The list below represents a sampling of topics. Please rate the areas below using a scale of 1 – 3 (1 being the lowest and 3 being the highest priority).

TOPIC	RATING
Instructional Technology (video streaming, document-based camera, SMART Boards)	
Literacy strategies (reading and writing)	
Learning styles (Emotional Intelligence, Brain-Based Research, and Multiple Intelligences)	
Differentiated Instruction	
Financial Literacy	
Social and Emotional Learning	
Foundations	
Orton Gillingham and Wilson Reading Strategies	
Supporting inclusion models	
Microsoft Applications	
Other:	

If you are interested in conducting a workshop, please indicate the topic.

Name _____

Subject Area/Grade Level _____

Building _____

APPENDIX II

PROFESSIONAL DEVELOPMENT ACTIVITIES

- **Implementing Balanced Literacy - The Writing Workshop**: This course will provide participants with a clear understanding of routines and structures of the intermediate writing workshop. Staff developers will share their extensive knowledge of balanced literacy in ways that inform, affirm, and inspire best practices in teaching writing. The following topics will be introduced: launching and developing writers' notebooks, developing units of study in the writing workshop, and utilizing effective conferencing strategies. The work of Judy Davis, Lucy Calkins, Carl Anderson, and others, will provide springboards for further reading and discussion. Hands-on "work sessions" will enable participants to plan lessons collaboratively using strategies and texts that will enhance the writing process.
- **Implementing Balanced Literacy - The Reading Workshop**: This course will provide participants with an understanding of the reading workshop within a balanced literacy framework. Staff developers will share their knowledge of balanced literacy in ways that inform, affirm, and inspire best practices in teaching reading. Each session will present background information and usable, effective strategies that can be implemented immediately in the classroom. The following topics will be introduced: management of the reading workshop, strategies for implementing independent reading, differentiating instruction through guided reading, and using texts to model comprehension strategy instruction. The work of Fountas & Pinnell, Harvey & Goudvis, Linda Hoyt, and others will provide springboards for further reading and discussion. Hands-on "work sessions" will enable participants to plan lessons collaboratively using strategies and texts that will enhance the teaching of literacy.
- **Literacy Continued Contact**: The literacy continued contact inservice course is designed to assist participants in becoming more effective in teaching young children to read and write with the goal of helping every child become a good reader/writer. This process will ensure that students will be able to use literacy for a variety of purposes. The course will be based on Fountas and Pinnell's When Readers Struggle-Teaching That Works (2009). The following topics will be addressed in the course: assessing reading behaviors, building vocabulary, enhancing fluency and writing skills. The continued contact professional development supports the development of literacy at the primary level.

- **Integration of Technology into the Classroom Environment:** The following professional development technology workshops have been offered to support the integration of technology into the classroom environment:
 - Software Applications
 - Integrating PowerPoint
 - Internet Applications
 - Sharing Best Practices
 - Using Document-Based Cameras
 - Using SMART Board technology

- **Response to Intervention:** This workshop will focus on the process of implementing Response to Intervention strategies for improving a student's academic performance. The three Tiers of RTI will be presented which include: Tier I: classroom interventions, including classroom management or instructional modifications; Tier II: targeted interventions such as AIS support; Tier III: intensive intervention through individualized academic plans.

- **S.A.I.L. Workshop:** This workshop is designed for teachers instructing S.A.I.L. students. The workshop will provide an overview of the S.A.I.L. program and curriculum, in addition to methods for differentiating instruction to accommodate varying learning abilities.

- **Inclusion Planning:** This planning session is designed to provide the inclusion and classroom teachers with the opportunity to collaborate and plan for the new school year. The collaboration will address instructional program expectations, students' assessment data, and classroom structure. It is expected that planning time will be allotted during the school year for continued collaboration to ensure that program and students' needs are addressed.

- **Creating Instructional DVDs:** This course will provide a detailed approach to creating instructional DVDs that support classroom instruction. As a result, students will have access to review a lesson or a component of a lesson at any point during the year. In addition, the use of the digital video camera will be introduced.

- **Introduction to Microsoft Applications:** This course provides a hands-on approach to Microsoft Applications, including Word, Excel, and PowerPoint. The various toolbars, shortcuts, and procedures to enhance documents will be reviewed. Participants will become familiar with using tables, graphs, charts, and mailing components.

- **Advanced Microsoft Applications:** This course will use hands-on methods to provide users with working knowledge of advanced Microsoft Word, Excel, and PowerPoint features. Learners will use previous knowledge to complete a series of hands-on interactive activities.
- **Collegial Inquiry: Differentiated Instruction:** The purpose of the Collegial Inquiry is to develop a professional learning community that allows educators to guide their own professional development and growth. Teachers will work collaboratively with colleagues to focus on assessment, curriculum, and teaching strategies. By sharing ideas and generating new ideas, the collegial initiative provides a pool of capable, resourceful, dedicated people to research and apply the ideas presented.
- **Introduction to SMART Board Technology:** This course is designed to provide a foundation in the basic operating skills for using a SMART Board. An introduction to SMART Notebook software will be presented. During this introductory course, participants will begin to create interactive lessons to use in the classroom. This course will include opportunities for hands-on practice with the SMART Board and SMART Notebook software.
- **CORE Team SMART Board Training:** A CORE team of teachers, consisting of two teachers per school, participated in three workshops during the 2009-2010 school year conducted by a trained staff developer. The training included an extensive overview of SMART Board technology. As a result, the CORE team will be able to provide on-site SMART Board support and training. Additionally, as facilitators they will conduct workshops and/or in-service courses. It is expected that the CORE team will participate in additional training during the 2010-2011 school year.

APPENDIX III

New Teacher Orientation Program *2010-2011 School Year*

DATE	SESSION
September 1	New Teacher Orientation Program <i>Old-field Middle School</i>
November 16	Overview of Technology
January 5	Overview of Special Education Program
February 9	Emotional and Social Learning <i>Dr. Michelle Meskin</i>
April 26	End-of-Year Responsibilities (building-based)
May 24	<i>Joint K-12 Mentors & Protege:</i> Sharing and reflections of the first year

APPENDIX IV

MENTOR-PROTÉGÉ ORIENTATION PROGRAM

This multifaceted professional development program focuses on providing growth opportunities for seasoned teachers, in addition to the beginning *new teacher (protégé)*.

Mentor Component

The mentor component of the program requires teachers to attend two half-day training sessions, in addition to follow-up sessions scheduled during the year. These sessions have focused on identifying strategies for observing, coaching, and supporting protégés.

A mentor is required to work with his/her protégé for a minimum of 45 hours per year which must be maintained in a log and submitted to the deputy superintendent upon conclusion of the year. The mentor will receive three in-service credits or a stipend for his/her participation in the program. As a component of the training, mentors are required to read the core book, *Mentoring New Teachers* by Hal Porter, in addition to related articles. These readings, along with video tapes, role-playing, and discussion have provided the foundation for mentors to be effective coaches, as well as reflective practitioners.

New Teacher (Protégé) Component

The new teacher component of the program requires all new teachers to attend two full-day training sessions in August, in addition to monthly meetings held throughout the school year. The following topics of discussion will be included in the New Teacher Orientation Program:

- Developing positive relationships with parents
- Overview of classroom management strategies
- Effective teaching practices
- Differentiated instruction
- Creating social-peer circles
- Sharing Best Practices
- Emotional and Social Learning
- Overview of Technology

Protégés are required to complete a minimum of four class visitations with his/her mentor or department/grade level colleagues. New teachers are required to read *The First Days of School* by Harry and Rosemary Wong. They are also expected to read, respond, and be prepared to discuss

assigned chapters at each meeting. Additionally, educational articles related to monthly topics are assigned as supplemental reading. The program includes discussion, sharing, and role playing. All new teachers are required to maintain a reflection journal.

All new teachers are expected to attend monthly meetings and complete a minimum of fifteen hours of training. Upon the successful completion of the training, a certificate will be prepared and included in his/her personnel folder.

APPENDIX V

IMPLEMENTATION PLAN FOR K – 5 DIFFERENTIATED INSTRUCTION

Phase I: Plan Introduction

- Introduce differentiated instruction plan to K – 5 staff at opening day faculty meeting to be held on Thursday, September 2, 2010. (Note: Each principal will address staff at opening day faculty meeting.)
- Invite consultant to attend the following October faculty meetings at Washington Drive Primary School and Thomas J. Lahey Elementary School:
 - Tuesday, October 5 at 8:15 a.m.-Thomas J. Lahey Elementary School
 - Wednesday, October 6 at 8:15 a.m.-Washington Drive Primary School

Phase II: Class Visitations

- The consultant will observe K – 5 classes to assess current instructional practices for differentiating instruction by visiting selected classes for thirty minute periods according to the following timeline:

Washington Drive Primary School	
October 12, 13, 14, and 15	Visit six classes each day
Thomas J. Lahey Elementary School	
October 18,19,20, and 21	Visit six classes each day

- The consultant will meet with principals and deputy superintendent to provide an overview of class visitations. These meetings will occur on October 28.

Phase III: Superintendent’s Conference Day Presentation

- The consultant will conduct a presentation for K – 5 staff on the topic of Differentiated Instruction on the November 2 Superintendent’s Conference Day to be held at Washington Drive Primary School. The introduction will be scheduled for approximately one and half hours. Subsequently, a meeting will be held with the identified Core Team to specifically review the professional development plan.

Phase IV: Identification of a Core Team I

- Since the implementation plan will be considered a multi-year process, in year 1 an initial Core Team of teachers will be identified consisting of three teachers per grade level. The consultant will work intensely with the Core Team throughout the school year.
- The consultant will initially meet with the Core Team at each school to review the professional development plan which includes:
 - Conducting class observations
 - Scheduling a pre-observation meeting
 - Scheduling a post-observation meeting
 - Modeling lessons
 - Meeting with the Core Team to guide teachers in developing lessons per core subject area

Phase V: Continuation of Professional Development

- The consultant will visit each school weekly according to the following timeline:

PROPOSED PROFESSIONAL DEVELOPMENT TIMELINE

Washington Drive Primary School	
November 9	Meet with Core Team
November 19, 22, and 23	Observe/model lessons and meet with teachers
November 30, December 1 and December 2	Observe/model lessons and meet with teachers
January 10, January 11, and January 13	Observe/model lessons and meet with teachers
January 25	<i>Meet with principal and deputy superintendent to review plan's progress</i>
February 1, February 2, and February 3	Observe/model lessons and meet with teachers
March 1, March 2, and March 3	Observe/model lessons and meet with teachers
April 4, April 6, and April 7	Observe/model lessons and meet with teachers
April 27	<i>Meet with principal and deputy superintendent to review plan's progress</i>
To Be Determined	Meeting with Core Team
Summer Planning Workshop	July 2011

Thomas J. Lahey Elementary School	
November 10	Meet with Core Team
November 15, 16, and 17	Observe/model lessons and meet with teachers
December 6, December 8, and December 9	Observe/model lessons and meet with teachers
January 18, January 19, and January 20	Observe/model lessons and meet with teachers
January 25	Meet with principal and deputy superintendent to review plan's progress
February 8, February 9, and February 10	Observe/model lessons and meet with teachers
March 8, March 9, and March 10	Observe/model lessons and meet with teachers
April 12, April 13, and April 14	Observe/model lessons and meet with teachers
April 27	Meet with principal and deputy superintendent to review plan's progress
To Be Determined	Meeting with Core Team
Summer Planning Workshop	July 2011

The following plan reflects a sample schedule for each professional development day:

Day 1	Plan for Grade 3
Period 1	Core Team Teacher A will instruct a lesson, as consultant and remaining teachers observe the lesson
Period 2	Core Team Teacher B will instruct a lesson, as consultant and remaining teachers observe the lesson
Period 3	Consultant and Core Team teachers will discuss the differentiated instruction lesson
Period 4	Core Team teachers will plan a new differentiated instruction lesson

Day 2	Plan for Grade 3
Period 1	Core Team Teacher C will instruct a lesson, as consultant and remaining teachers observe the lesson
Period 2	Core Team Teacher A will instruct a lesson, as consultant and remaining teachers observe the lesson
Period 3	Consultant and Core Team teachers will discuss the differentiated instruction lesson
Period 4	Core Team teachers will plan a new differentiated instruction lesson

Day 3	Plan for Grade 3
Period 1	Core Team Teacher B will instruct a lesson, as consultant and remaining teachers observe the lesson
Period 2	Core Team Teacher C will instruct a lesson, as consultant and remaining teachers observe the lesson
Period 3	Consultant and Core Team teachers will discuss the differentiated instruction lesson
Period 4	Core Team teachers will plan a new differentiated instruction lesson

According to the proposed professional development timeline, the consultant will conduct three sessions with grade level teachers during each semester for a total of six from November through May. However, this plan may be modified during the school year.

Phase VI: Identify Core Team II

- Each school will identify the second Core team. Once identified the consultant will meet with the Core team in June to begin to discuss the plan for the 2011-2012 school year.
- The professional development plan to be implemented in the 2011-2012 school year will model the 2010-2011 plan.

APPENDIX VI

COMPARISON OF NEW YORK STATE ASSESSMENT RESULTS ELEMENTARY AND MIDDLE LEVEL STATE ASSESSMENTS

<i>State Assessment</i>	2006	2007	2008	2009	2010
ELA					
Third Grade	85%	91%	88%	88%	68%
Fourth Grade	84%	86%	89%	90%	83%
Fifth Grade	87%	86%	91%	96%	77%
Sixth Grade	81%	87%	87%	96%	85%
Seventh Grade	81%	87%	90%	95%	75%
Eighth Grade	79%	85%	86%	90%	77%
Math					
Third Grade	94%	96%	98%	97%	70%
Fourth Grade	92%	92%	97%	96%	81%
Fifth Grade	87%	89%	93%	98%	83%
Sixth Grade	90%	94%	95%	97%	91%
Seventh Grade	84%	91%	97%	98%	91%
Eighth Grade	91%	88%	95%	98%	85%

Note: For 2010, 3-8 ELA and Math assessment performance cut scores were modified.

Comparison of New York State Assessment Results for Suffolk County

State Assessment	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA	62%	67%	61%	66%	60%	64%
Math	66%	71%	73%	70%	74%	64%

APPENDIX VII

FIVE-YEAR SUMMARY OF NEW YORK STATE REGENTS RESULTS AND MASTERY PERFORMANCE

State Assessment	2006	2007	2008	2009	2010
English					
Passing	98%	95%	98%	99%	98%
Mastery	66%	63%	74%	75%	74%
U.S. History and Government					
Passing	95%	95%	98%	93%	97%
Mastery	75%	75%	82%	79%	80%
Global History & Geography					
Passing	91%	88%	93%	94%	96%
Mastery	66%	53%	60%	62%	71%
Integrated Algebra					
Passing	N/A	N/A	93%	96%	94%
Mastery	N/A	N/A	31%	38%	42%
Algebra II/Trigonometry					
Passing	N/A	N/A	N/A	N/A	96%
Mastery	N/A	N/A	N/A	N/A	62%
Geometry					
Passing	N/A	N/A	N/A	93%	94%
Mastery	N/A	N/A	N/A	45%	43%

Science

State Assessment	2006	2007	2008	2009	2010
Living Environment/Biology					
Passing	95%	98%	97%	99%	98%
Mastery	62%	58%	69%	66%	77%
Earth Science					
Passing	95%	92%	89%	94%	90%
Mastery	52%	54%	41%	53%	53%
Chemistry					
Passing	96%	85%	86%	90%	87%
Mastery	39%	26%	25%	34%	35%
Physics					
Passing	100%	100%	97%	89%	94%
Mastery	83%	83%	56%	33%	29%

Languages Other Than English (LOTE)

State Assessment	2006	2007	2008	2009	2010
French					
Passing	100%	100%	97%	100%	100%
Mastery	68%	87%	91%	88%	82%
Spanish					
Passing	98%	100%	99%	100%	99%
Mastery	65%	77%	72%	77%	68%
Italian					
Passing	100%	100%	97%	98%	100%
Mastery	79%	75%	58%	67%	90%

APPENDIX VIII

2010 ADVANCED PLACEMENT RESULTS

Subject	Percentage Scoring 3 or Higher	Number Tested
Art – Studio 2D Design	81%	11
Biology	82%	77
Calculus AB	100%	31
Chemistry	82%	22
English/Language Comp.	89%	104
English Literature/Comp.	84%	79
Environmental Science	84%	120
European History	79%	19
French Language	67%	12
Government in Politics/US	88%	121
Italian Language	N/A	N/A
Music Theory	91%	11
Physics B	73%	84
Spanish Language	93%	15
U.S. History	72%	123
World History	100%	40
TOTAL NUMBER OF ADVANCED PLACEMENT EXAMS ADMINISTERED	83%	869

APPENDIX IX

COMPARISON OF ADVANCED PLACEMENT RESULTS 2006-2010

Advanced Placement Exam	2006	2007	2008	2009	2010
Art – Studio 2D Design					
Percentage scoring 3 or higher	86%	30%	50%	80%	81%
Number Tested	7	10	14	10	11
Biology					
Percentage scoring 3 or higher	77%	82%	78%	75%	82%
Number Tested	60	78	72	47	77
Calculus AB					
Percentage scoring 3 or higher	84%	79%	100%	82%	100%
Number Tested	19	29	31	39	31
Chemistry					
Percentage scoring 3 or higher	90%	61%	91%	92%	82%
Number Tested	21	31	22	24%	22

Advanced Placement Exam	2006	2007	2008	2009	2010
English/Language/Comp.					
Percentage scoring 3 or higher	83%	N/A	72%	84%	89%
Number Tested	23	N/A	87	92	104
English Literature/Comp.					
Percentage scoring 3 or higher	85%	65%	72%	80%	84%
Number Tested	48	74	87	65	79
Environmental Science					
Percentage scoring 3 or higher	83%	61%	69%	78%	84%
Number Tested	65	52	36	54	120
European History					
Percentage scoring 3 or higher	81%	66%	78%	88%	79%
Number Tested	16	32	40	34	19
French Language					
Percentage scoring 3 or higher	33%	45%	80%	56%	67%
Number Tested	9	11	5	9	12
Government & Politics/US					
Percentage scoring 3 or higher	79%	73%	75%	84%	88%
Number Tested	82	112	100	103	121
Italian Language					
Percentage scoring 3 or higher	N/A	N/A	12%	58%	N/A
Number Tested	N/A	N/A	34	12	N/A

Advanced Placement Exam	2006	2007	2008	2009	2010
Physics B					
Percentage scoring 3 or higher	95%	75%	86%	89%	84%
Number Tested	21	61	49	79	73
Music Theory					
Percentage scoring 3 or higher	89%	91%	60%	91%	91%
Number Tested	9	11	5	11	11
Spanish Language					
Percentage scoring 3 or higher	24%	23%	47%	38%	93%
Number Tested	37	40	19	13	15
US History					
Percentage scoring 3 or higher	75%	83%	72%	74%	72%
Number Tested	87	97	109	120	123
World History					
Percentage scoring 3 or higher	100%	100%	97%	100%	100%
Number Tested	36	27	37	28	40
Total Number Tested	544	665	737	740	869

APPENDIX X

HARBORFIELDS HIGH SCHOOL FIVE-YEAR COMPARISON OF GRADUATION STATISTICS

Regents/Local Diploma Percentages

	2006	2007	2008	2009	2010
Regents Diplomas	94%	95%	94%	97%	98%
Advanced Regents Diplomas	61%	67%	66%	72%	74%
Local Diplomas	6%	4%	5%	3%	3%
Number of Graduates	223	269	271	261	275

College Attendance

	2006	2007	2008	2009	2010
College	93%	96%	94%	94%	97%
4 Year	76%	80%	79%	82%	79%
2 Year	17%	16%	15%	12%	18%

APPENDIX XI

PROFESSIONAL DEVELOPMENT HOURS

Initial certificated teachers must earn 175 hours of professional development every five (5) years. This breaks down to 35 hours a year. Below please find a list of professional development activities offered and supported by the district that will assist the teacher in reaching that goal:

TYPE OF ACTIVITY	CREDIT-HOUR ASSIGNMENT	DOCUMENTATION SAMPLES
Conference, Workshop, Seminar, Clinic	1 hour for each hour spent in a session. One conference per teacher for a maximum of 8 hours.	<ul style="list-style-type: none"> ✓ Written Report ✓ Agenda ✓ Supporting Materials
University Coursework	1 hour for each hour of class time.	<ul style="list-style-type: none"> ✓ Transcript
School Visitations	1 hour for each hour spend observing in a classroom or comparable educational setting.	<ul style="list-style-type: none"> ✓ Written Reports ✓ Supporting Materials
In-service Credits	15 or 45 hours dependent on course offered.	<ul style="list-style-type: none"> ✓ Transcript
Protégés	27 hours maximum for full-year experience.	<ul style="list-style-type: none"> ✓ New Teacher Orientation (12 hrs) ✓ New Teacher Monthly Meetings (15 hrs)
Literacy Collaborative Training	45 hours (Primary teachers only).	
Faculty Meetings	10 hours per year.	<ul style="list-style-type: none"> ✓ Attendance Log
Superintendent's Conference Days	5 hours per day.	<ul style="list-style-type: none"> ✓ Attendance Log
BOCES Conferences	4-8 hours per conference.	<ul style="list-style-type: none"> ✓ Written Report ✓ Agenda ✓ Supporting Materials
District-Level Committee Membership, Site-Based Council Membership	10-12 hours dependent of meeting times and responsibilities.	<ul style="list-style-type: none"> ✓ Minutes/log of the meetings ✓ Sample of the product with log of work done
Collegial Circles, Study Groups, Cadres, Networks	1 hour for each hour spent in a session. 10 hours maximum.	<ul style="list-style-type: none"> ✓ Agenda for meetings ✓ Log of time spent ✓ Report of findings
Development of Independent Project or Research that is presented at a conference, workshop or published in a journal.	20 hours maximum. Must be preapproved by assistant superintendent and building principal. Assignment of credit hours is based upon the time spent and the nature of the activity.	<ul style="list-style-type: none"> ✓ Description of the project ✓ Approval form signed ✓ Log of time spent ✓ Presentation of the findings
Action Research	10 hours maximum.	<ul style="list-style-type: none"> ✓ Report research project and findings
Curriculum Development	1 hour for each hour spent in curriculum writing workshop. 20 hours maximum.	<ul style="list-style-type: none"> ✓ Documentation of curriculum project
Portfolio Development	1 hour for each hour spent in preparation of portfolio. 10 hours maximum.	<ul style="list-style-type: none"> ✓ Presentation of portfolio

Turnkey Trainer	20 hours maximum.	✓ Agendas for training sessions
Peer Review	1 hour for each hour in developing lesson plans and presenting to colleagues.	✓ Copy of lesson plan ✓ Peer review meeting agenda
NBPTS Certification	35 hours maximum for full year of application.	✓ Evidence of application and submission
Presentation at a conference, workshop, etc.	5 hours per hour of presentation. 10 hours maximum.	✓ Copy of agenda with presentation included
Publication of an article in an educational journal.	10 hours maximum.	✓ Copy of the article from the publication
Grade Level Meetings	1 hour per month. 10 hour maximum.	✓ Agenda for meetings

APPENDIX XII

MYLEARNINGPLAN.COM

Step-By-Step Guide

1. Open the internet and go to www.mylearningplan.com
2. Click on the *Username* field. Input your Harborfields' e-mail address: (e.g., johnsonc@harborfieldscsd.org). The *Password* is "general" the first time you login. Click on *Login*. Once the program has been opened, your password can be changed.
3. To change your password, refer to the left menu bar. Click on the *Change Password* link and follow the prompts. Your *Username* can only be changed by district technology staff.
4. Refer to the *My Info* link on the left menu bar and click on *My User Profile* to verify your account information: *Name, Building, Department*, etc. Make any changes by clicking buttons on and off. Once your information has been verified and updated, click on *SAVE* at the bottom of the form. The next screen will indicate *FORM SAVED* at which point you can click on *RETURN TO MAIN*.
5. Within the *My Info* section you will also be able to add your personal learning goals for the year and view your certificate information. Click on *My Personal Goals* or *My Certificates* and follow the prompts.
6. From the main *Learning Plan* screen, you will be able to browse activities by selecting one of the following categories depicted in the left menu bar:
 - a. **View your Portfolio**
 - i. Click the *My Portfolio* link to view your professional development activities, either for the *Current Year* or *Year by Year*.
 - ii. Click on one of the listed activities to view the specified criteria: (e.g., *Transcript, Goals, Requests in Progress*).
 - b. **View the Activity Catalogs**
 - i. Click the *District Catalog* link to browse the district offerings.
 - ii. If you are interested in participating in one of the offerings click on the activity.

- iii. Click the button to *Request Approval* or *Sign Up Now* to register for the activity.
- iv. Complete the form, if necessary, by clicking on *Fill-In Forms* and submit it.
- v. The activity should then be available in the *My Requests* box indicating the appropriate status.
- vi. If you make an error and wish to delete an activity, click on the red highlighted activity within the *My Requests* section. Click on *Drop* and follow the prompts.

c. **Submit a Form**

- i. Click on the *Fill-In Forms* link and select the appropriate form, either *Course Approval* or *Conference Request*.
 - ii. Complete the form by following the prompts, as specified. Once the form has been completed, click on the *Submit* button located at the bottom of the form.
 - iii. If you do not have all the information, the form can be *Saved as Draft* and completed at a later date.
7. Further details on using functions of **MyLearningPlan.com**, tutorials, how-to's, and other resources may be accessed in the *Help* section which is represented by the gold question mark icon located on the top left side of the menu bar.

How to submit a request for Conference Attendance

Step-By-Step Guide

1. Open the internet and go to www.mylearningplan.com
2. Click on the *Username* field. Login with your username and password.
3. Refer to the *Fill-In Forms* section located in the left blue shaded menu bar. Click on the *Conference Request* link to display the form.
4. Follow the prompts and input the required information. Once the form has been completed, click on the *Submit* button located at the bottom of the form.
5. The *Form Saved* message will appear if the process was completed correctly. An outline of the approval process will also be listed.
6. Once you have received pre-approval, the conference request will move to the *Approved and In Progress* section of the *My Requests* box.
7. **Upon your return from the conference, the conference request must be submitted for final approval. Click on the activity title from your *My Requests* box and use the *Mark Complete* action to submit the conference for final approval. Please note, a Conference Evaluation Report form must be completed and forwarded to the Office of Curriculum and Instruction to obtain final approval for the activity. In addition, a *Day of Absence* form must continue to be completed and forwarded to your supervisor or building principal.**
8. Once the conference request has been submitted for final approval, the activity will be listed in the *Awaiting Final Credit* section of the *My Requests* box.
9. Click on the title of the activity and print a copy of the form. Attach all copies of receipts to the form and submit them to the Office of Curriculum and Instruction for final approval.
10. Once final approval with expenses has been verified, the request will be classified as a *Most Recently Completed Activity*.

How to submit a request for Course Approval

Step-By-Step Guide

1. Open the internet and go to www.mylearningplan.com.
2. Click on the *Username* field. Login with your username and password.
3. Refer to the *Fill-In Forms* section located in the left blue shaded menu bar. Click on the *Course Approval* link to display the form.
4. Follow the prompts and input the required information. Once the form has been completed, click on the *Submit* button located at the bottom of the form.
5. The *Form Saved* message will appear if the process was completed correctly. An outline of the approval process will also be listed.
6. Once you have received pre-approval, the course request will move to the *Approved and In Progress* section of the *My Requests* box.
7. **When the course has been completed, an official transcript or certificate of completion must be submitted to the Office of Human Resources. Click on the activity title from the *My Requests* box and use the *Mark Complete* action to submit the course for final approval.**
8. Once the course request has been submitted for final approval, the activity will be listed in the *Awaiting Final Credit* section of the *My Requests* box.
9. Click on the title of the activity to print a copy of the form. Attach all pertinent information and submit to the Office of Human Resources for final approval.
10. Once final approval has been verified, the request will be classified as a *Most Recently Completed Activity*.

Special Instructions for BOCES Conferences

In addition to registering for a BOCES conference online or by fax, the BOCES registration form needs to be completed and forwarded to the Office of Curriculum and Instruction. Also, Eastern Suffolk BOCES registration forms will continue to be submitted to the District Office for the approval of the Superintendent (see attached Exhibits). **As with all conferences, you are responsible for registering for BOCES conferences by faxing the registration form to the number listed on the form, unless other arrangements have been made by your building principal or District Office.**

When completing the BOCES request online, please include the following information: exact conference title, location of conference (e.g., Nassau BOCES, Hawthorne Center, 200 Second Avenue, Massapequa Park, NY, Conf. Room B), description of the conference, time, day(s), and the cost to be charged to the district. If the conference is free, please indicate \$0.00 in the cost section. Under *Conference Sponsor/Provider*, enter Western BOCES or Eastern BOCES, BOCES Betac, etc. Under the *Comments* section, please list any contact name or phone number in the event District Office has to follow up to obtain more information. **A copy of the BOCES registration form and a Request for a Day of Absence form need to be submitted for approval to your supervisor or building principal.**

APPENDIX XIII

PROFESSIONAL DEVELOPMENT COURSE APPROVAL

The following processes and guidelines for approving professional development courses have been identified as supplemental to the requirements specified in Article XXVIII. C, of the collective bargaining agreement between the district and the United Teachers of Harborfields.

It is the district's intent to support and encourage staff to participate and enroll in professional development courses, graduate programs of study, and in-service or enrichment workshops. A list of approved courses and potential providers will be maintained on MyLearningPlan.com.

GRADUATE COURSE APPROVAL

If a staff member is interested in enrolling in a graduate course, the course will need to be accepted by the college offering the course as applicable toward a graduate degree. Courses provided by NYSUT (New York State United Teachers) are assumed to be applicable toward a graduate degree by the college or university sponsoring the course.

The college or university sponsoring the course must be accredited and listed in the Accredited Institutions of Postsecondary Education handbook, published annually by the American Council on Education (ACE).

The assistant superintendent for human resources will verify that the course is accepted by the college as applicable toward a graduate degree and that college or university is listed in the ACE handbook.

If a staff member is interested in enrolling in a graduate course from an educational institution or college not included in the ACE handbook, the course will not be eligible for graduate credit, but may be eligible for in-service credit.

IN-SERVICE COURSE APPROVAL

In-service courses are recognized as valuable sources of professional development, but are distinguished from graduate courses by the degree of academic rigor and formality. The number of in-service credits that may be applied toward a single-lane (15 credit) salary advancement may not exceed eight (8), and the number of in-service credits that may be applied toward a double-lane (30 credit) advancement may not exceed fifteen (15). A list of potential providers of in-service credits will be maintained on My Learning Plan.

For both graduate and in-service courses, the following will apply:

- The staff member will need to submit a complete course request via MyLearningPlan.com.
- The administration will assess course relevance to district curricula and goals, in addition to the staff member's individual learning plan.
- One in-service or graduate credit will be awarded for every fifteen (15) contact hours of instruction.
- Courses intended for undergraduate instruction will not be approved for graduate credit.

ONLINE COURSES

An online course will be applicable toward salary advancement provided the above-listed requirements are met. The number of online credits that may be applied toward a single-lane (15 credit) salary advancement may not exceed eight (8), and the number of online credits that may be applied toward a double-lane (30 credit) advancement may not exceed fifteen (15).

"Hybrid" courses, courses in which a portion of class time is completed online, will be applicable as online credit.

APPENDIX XIV

HARBORFIELDS CENTRAL SCHOOL DISTRICT CONFERENCE EVALUATION REPORT

Conference Title: _____

Conference Presenter/Subject/Area: _____

I. Use the following rating scale to assess the conference in each category:

1-Poor	2-Satisfactory	3-Good	4-Excellent
--------	----------------	--------	-------------

Please select the applicable rating

Content:

- ◆ Addressed New York State Learning Standards 1 2 3 4
- ◆ Incorporated current research/practice 1 2 3 4
- ◆ Provided useful resources/materials 1 2 3 4

Presenter:

- ◆ Engaged and motivated the audience 1 2 3 4
- ◆ Communicated clear expectations 1 2 3 4

II. Did the conference align with the intended description/goal? 1 2 3 4

III. Conference focus: Identify three major focal points.

IV. How do you plan to incorporate knowledge and skills acquired into your classroom, department, or school? _____

IV. Additional comments:

V. Overall assessment: (Please (√) check one of the choices below)

Highly recommend Do not recommend

Name: _____

School: _____