



Professional Development Requirements

And

Guidelines

For

Administrators, Teachers

and

Level III Teaching Assistants

Administrators & Teachers (175 hours over 5 years)

Level III Teaching Assistants (75 hours over 5 years)

West Babylon Schools

Dear Educator,

Welcome to West Babylon Schools. This booklet is an aid to assist you as you maintain your Professional Teaching/Level III Teaching Assistant.

We recommend that Administrators/Teachers and Teaching Assistants with Professional/Level III Teaching Certificate complete a minimum of 35 professional development hours per year, and Teacher Assistants complete a minimum of 15 hours. This will allow you to have a consistent professional support system and not fall behind in hours resulting in a lapsed certificate. *No public school in New York State can have uncertified teachers/administrators in the classrooms, and lapsed certificates equal uncertified educators.*

We also recommend getting an accordion file folder or similar to house certificates and other signed proofs of attendance at professional development courses, activities, etc. Each section of the file folder can be labeled for a cycle of five years, and one accordion file folder can hold about 30 *years of materials*.

By the end of each school year it is your responsibility to bring proof of your yearly professional hours to the Human Resources Office (376-7010). At this point most of your PD hours should be listed in My Learning Plan. At the end of the school year, this office will post the verified hours into the TEACH account and you can check online that the posting was completed.

The New York State Education website has all information you need to meet your certification requirements including your TEACH online connection. In order to stay current in certification and educational news, we recommend regular visits to www.nysed.gov.

We look forward to a successful relationship with you as an educator in West Babylon Schools.

Sincerely,

Yiendhy Farrelly
Assistant Superintendent for Human Resources
West Babylon Schools

James Lynch
President WBAA
West Babylon Schools

Patricia M. Squicciarini
President WBTA
West Babylon Schools

Professional Development Period

Your first professional development period begins on July 1 following the effective date of your Professional teaching certificate. Professional development periods are July 1st - June 30th each year. ***Note: PD activities completed before this July 1 “begin date” do not count toward the requirement.***

175 and 75 Hour Professional Development Requirement

For specific responsibilities of individuals and school districts pertaining to required continuing professional development for certification, please see [Professional Development for Certificate Holders @ www.nysed.gov](#).

- [Suggested Guidelines](#)
- [Guiding Principles](#)
- [Suggested Activities](#)

Suggested Guidelines

These guidelines are intended to assist administrators, teachers and teaching assistants in identifying professional development activities as they prepare to comply with teacher and school building leader certification requirements requiring continuing professional development. Holders of the Professional certificate must complete 175 hours of professional development and holders of the Level III Teaching Assistant certificate must complete 75 hours every 5 years in order to maintain certification. ***The ultimate goal of all efforts in this area is to increase the capacity of administrators, teachers and teaching assistants to enable and assist all students to higher academic achievement. Professional development hours should reflect a variety of activities that nurture the administrator/teacher/teaching assistant’s certificates.***

West Babylon adheres to the guiding principles set forth by New York State Education Department and asks that all educators consider these principles as they engage in professional development activities:

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the NYS Learning Standards.
- Professional development activities/experiences are planned with the *NYS Teacher Standards* as underpinning.
- Professional development activities/experiences should respond to student achievement data including but not limited to assessment of school work, New York State assessments, School District Report Cards, and one other data related to local teaching and learning needs.
- Professional development is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.
- The professional development planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.

- Professional development results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.
- Professional development activities/experiences are assessed on an on-going and continuous basis for intended impact. Defensible evaluation tools/methods must be used to determine modifications to planned activities/experiences.
- Professional development is, to the greatest extent possible, site-based and connected to daily school experiences.
- Professional development enables the teaching and administrative staff to deepen their knowledge base and remain current in their content area and instructional strategies.
- Teaching staff learning opportunities are clearly constructed, based on effective teaching research, and involve educators in the design and implementation of such opportunities.

Content of courses, workshops, and other professional development experiences should be directly related to:

- enhancing administrator/teacher/teaching assistant subject matter knowledge,
- administrator/teacher/teaching assistant knowledge, use and application of appropriate teaching techniques,
- broadening and enhancing administrator/teacher/teaching assistant abilities to apply more accurate and appropriate assessment methodologies, and
- enhancing administrator/teacher/teaching assistant skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

Suggested Activities

The following categories of activities are suggestions for meeting the needs of school districts in building teacher and teaching assistant capacity: (Not **all suggested activities are intended for Level III teaching assistants**)

- Analyzing student data and student work to determine needed changes in the delivery of instruction
- Participating in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes
- Collaborating with other teachers and teaching assistants to examine case studies of student work and development
- Participating in courses and other learning opportunities delivered from many providers, such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers

- Coursework linked to improvement of instructional technique or content knowledge or leadership skills, which may or may not be in pursuit of a teaching or advanced teaching degree
- Completing coursework for more advanced certification or certificates in additional areas or in accordance with administrative/ teaching assignment requirement for extension to certification.
- Participating in regional scoring of State assessments, assessing student portfolios
- Creating and assessing administrator/ teacher or teaching assistant portfolios
- Engaging in research projects (includes online research)
- Curriculum planning and development
- Developing or collaborating on the development of new programs and instructional methods
- Service as a mentor to a new teacher (up to 10 hours) or serving as a cooperating teacher to a student teacher (up to 10 hours)
- Participation in study (collegial) circles such as "Critical Friends" activities, listservs and structured guided reflection activities focused on student learning
- Participating in formal programs of peer coaching or participation in peer review
- Participating in Professional Development School activities or other school-college teacher development partnerships
- Serving on school leadership activities or committees
- Delivering professional development (e.g. conducting workshops, job-embedded modeling and coaching, providing pre-service teacher preparation courses)
- Pursuing National Board certification or re-certification (either as candidate or provider of support, counts as 175 hours for one 5 year cycle)
- Service as teacher center director
- Service on the State Professional Standards and Practices Board
- Developing and presenting a major paper
- Publishing in educational journals

In addition West Babylon recommends and accepts the following activities:

- Conference attendance related to pedagogy taught
- Classroom visitations (two as per contract)
- Summer curriculum work
- Technology Institutes
- New Teacher Orientation Program
- In-Service Courses related to NYS standards (District Approval): provided by outside agencies (Scope, etc)
- Online Courses (District Approval): Annenberg Foundation; Teacher-to-Teacher Initiative
- In-Service Courses related to NYS standards (Non-district Approval): provided by outside agencies (NYSUT, Teacher Center, etc.)
- Collegial Circles/Listsers
- University Coursework
- Assessment Scoring Training
- Assessment scoring
- Mentor training
- Mentee Activities
- Peer sharing (as per teacher contract)
- Advanced Placement Institutes
- Developing Program Evaluations
- Developing/updating curriculum guides
- Response to Intervention Training
- Building &/or District Level Meetings (if applicable) *
- 14 hours assigned by principals (if applicable) **

*Portions of meetings may count as part of the PD hours (i.e.15 minutes/ 30 minutes)

** If the contractual 14 hours do not include professional development assignments, they would not count towards this requirement.

For School Building Leader Professional Certificate Holders:

- Same items as previously listed
- Facilities development projects
- Establishing building/district accountability systems
- Planning and providing staff development opportunities
- Creating conditions/plans that enhance the safety, health and overall learning environment
- Planning, establishing and supervising building/district budget
- Creating and sustaining plans that emphasize the operational conditions within a building/district
- Identifying and developing organizational and administrative policies and procedures for the district

All approvals will be made through the office of Human Resources. Questions about conferences and courses should be directed to that office at 376-7010. This list is subject to change and additions can be made with approval to support teachers and administrators as they grow professionally in best educational practices and knowledge of learners.

We also recommend working closely with the following support persons:

- Building Principal in his/her instructional leadership role as that guidance and support would be helpful in determining areas that would be most beneficial to your professional growth
- Chairperson and Mentor
- Reading and Math specialists
- Directors in Language Arts, Math, Social Studies, Science & Student Services

Reporting Hours

- Each school year, the district is responsible for reporting the hours completed by each Professional and TA III certificate holder employed 90 days or more during that year. It is recommended that reporting be done before June 30, the end of the professional development year.
- **It is the teacher/administrator's responsibility to maintain his/her certificate and meet the professional development hour requirement to keep certifications current.**
- **It is the teacher/administrator's responsibility to keep records of professional development and report hours annually to the office of the Human Resources (376-7010).**
- *West Babylon recommends that teachers/administrators maintain a minimum of 35 professional development hours that they record and report to the office of Human Resources by June 30th of each year. (Teaching Assistants will maintain, record, and report a minimum of 15 professional development hours by June 30th). The records will be copied and filed in the employee's records, and recorded on TEACH online. Teachers/Teacher Assistants should check his/her TEACH accounts to verify recording of those hours.*
- As per Article XVI (17) of the WBTA agreement with the BOE, in-service and college credits (of all types) utilized to maintain certification (175 hours/5 years) may not be counted as earned credits for purposes of horizontal movement on the salary schedule.

Keeping Records

- The district must keep records for seven years, as they are subject to audit. **(Certificate holders also must maintain their personal records.)**

- While format and procedures for record keeping for required professional development are locally determined, as a convenience for school personnel, a suggested format has been developed go to [Continuing Professional Development District Planning Form](#) (attached, and found at www.nysed.gov). *Educators may create another record keeping format as the attached is just suggested.* My Learning Plan also maintains the records you've entered.

- District records must include:
 - Name of the certificate holder
 - Certification Identification number
 - Program/event title and date
 - Clock hours or the hour equivalent for each program/event