



Marion Central School District

Professional Development Plan
2017-2018

Philosophical Framework

Mission - We engage all students to achieve their fullest potential today and to be prepared for tomorrow's opportunities.

Vision - The leader in growing future ready generations.

Core Beliefs:

- Students are at the heart of what we do.
- Innovation is critical to our success.
- Engagement is achieved through rigor, relevance and relationships.
- Teamwork is the key to excellence
- Personalized Learning is the future of education.
- Integrity is the foundation of our conduct.

District - 5 Year Goals

1. All students will be on target to graduate from high school with a college and career ready Lexile level.
2. 85% of students will graduate with an Advanced Regents Diploma.
3. 85% of students will be on track to meet the aspirational performance measure (APM) in ELA and Math.
4. All SWD will meet or exceed their annual individual growth targets in ELA and Math
5. All 8th grade students will be proficient in 21st Century Skills.

The Marion Central School District has one elementary building and one Jr. Sr. High school. The Curriculum Instructional Council (CIC) and Building Leadership Teams will assist in the planning and coordination of these activities. The CIC is responsible for analyzing data, setting goals, establishing mechanisms for the evaluation of professional development. This plan will be reviewed regularly throughout the year in order to inform the following year's plan. A Professional Development Plan will be developed formally on an annual basis.

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Professional Development Committee Membership

Name	Title
Donald Bavis	Superintendent of Schools
Nikki Miller	Director of Educational Services
Ellen Lloyd	Elementary School Principal
Nick Ganster	Jr-Sr. High Principal
Jeff Casper	Assistant Principal
Matt Kwiatkowski	Coordinator of Personalized Learning and Instructional Technology
Deb Lubberts	HS ELA Project Leader - Teacher
Shawn Finition	HS Math Project Leader - Teacher
Vanessa Hysell	HS SS Project Leader - Teacher
David Wise	HS Science Project Leader - Teacher
Denise Paley	CDOS, FACS, PE and Health Project Leader -Teacher
Shelly Thompson	LOTE Project Leader -Teacher
Dean Davis	K-12 Arts Project Leader -Teacher
Jackie Stock	K-2 Science Project Leader - Teacher

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Margo LaCure	3-6 ELA & SS Project Leader -Teacher
Julie Reesor	K-6 Math Project Leader - Teacher
Alyson Clair	3-6 Science Project Leader - Teacher
Bethany Hendricks	K-2 ELA & SS Project Leader - Teacher
Angelina Pound	Student Services Representative

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

Marion Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the Marion Central School District's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

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 educator's' 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 skills 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.

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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 their 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.

Professional Development Goal

The purpose of the plan is to improve teaching by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.

District Priority Areas for 2017-2018

- Learner Engagement & Empowerment through Rigor, Relevance and Relationships.
- Culture of Innovation
- Personalized Learning
- Innovative & Effective Curriculum, Assessment and Instruction Leading to College and Career Readiness

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Action Plans

Goal 1: Train and assimilate new teachers and teachers new to the district to the academic standards, vision and culture building their capacity for effective teaching resulting in academic success among students.

Objectives:

- To experience purposeful growth and shifts in teaching practice based on thoughtful self-assessment and goal setting.
- To thrive in their first years of practice and teaching at the Marion Central School District
- To embrace the practice of reflection and continuous improvement
- To promote a collaborative culture.

Enduring Understandings:

- Effective teachers have a tremendous, positive impact on student success.
- Teachers make a difference in student learning.
- Schools must utilize strategies to build individual and collective capacity for effective quality instruction in all classrooms.

Essential Questions:

- How do we teach, lead and learn to engage all students to achieve their fullest potential today and be prepared for tomorrow’s opportunities?

Activity/Strategy	Evidence	Responsibility	Timeline
New Staff - Teacher Orientation	<ul style="list-style-type: none"> ● Agenda ● Attendance 	<ul style="list-style-type: none"> ● District Administration 	Summer 2017
Technology @ Marion	<ul style="list-style-type: none"> ● Agenda ● Attendance 	<ul style="list-style-type: none"> ● Director of Finance ● Coordinator of PL and Integrated Technology 	1.5 Hours in Summer of 2017
Intro Understanding by Design	<ul style="list-style-type: none"> ● Agenda 	<ul style="list-style-type: none"> ● Director of 	1.5 Hours in Summer of 2017

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	<ul style="list-style-type: none"> ● Attendance ● Materials 	Educational Services	
Rigor, Relevance and Relationships @ MCSD	<ul style="list-style-type: none"> ● Agenda ● Attendance ● Materials 	<ul style="list-style-type: none"> ● Director of Educational Services 	1.5 Hours in Summer of 2017
Effective Teaching Framework - Danielson	<ul style="list-style-type: none"> ● Agenda ● Attendance ● Materials 	<ul style="list-style-type: none"> ● Building Principals 	1.5 Hours in Summer of 2017
Personalized Learning - Core 4 Micro-Credential	<ul style="list-style-type: none"> ● Issued Micro-credential 	<ul style="list-style-type: none"> ● Director of Educational Services ● Intern ● Mentor 	1st Semester 2017-2018
Mentor/Intern Meetings - 4 Sessions throughout school year	<ul style="list-style-type: none"> ● Agendas ● Materials 	<ul style="list-style-type: none"> ● Director of Educational Services ● Administrative Intern 	October 2017 December 2017 February 2018 April 2018
New Teacher Portfolio <ul style="list-style-type: none"> ● Year 1 ● Year 2 ● Year 3 	<ul style="list-style-type: none"> ● Portfolio 	<ul style="list-style-type: none"> ● Mentor ● Intern ● Building Principal 	2017-2018 School Year
Mentor - Intern Process	<ul style="list-style-type: none"> ● Portfolio ● Monthly Mtgs 	<ul style="list-style-type: none"> ● Mentor ● Intern ● Building Principal 	2017-2018

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Provisions for Mentoring Program

The Marion Central School Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Marion Central School holding an initial certification will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	<ul style="list-style-type: none"> ● Interview committee will review the needs of the new hire. ● Interview will review the criteria for mentors ● Based on that analysis, the committee will recommend 1-2 possible mentors to the administration. ● Administration will match the intern with a mentor.
Role of the Mentors	<p>New Teacher/Hire:</p> <ul style="list-style-type: none"> ● To engage in reflective practices and self-improvement ● To maximize the opportunity by leading the interactions with the mentor <p>Mentor:</p> <ul style="list-style-type: none"> ● To facilitate the new teacher's self-assessment and goal setting process ● To listen and communicate with the new teachers ● To provide confidential support and resources related to planning, classroom management, instructional strategies, parental interactions and professional responsibilities.
Preparation of Mentors	<ul style="list-style-type: none"> ● Two training sessions per year for those serving as a mentor.

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Types of Mentoring Activities	<ul style="list-style-type: none"> ● Observation of intern by mentor every quarter ● Observation of mentor or another teacher every quarter ● Keep “Interaction Log” - which will be handed in quarterly ● Attend four mandatory meetings per year ● Attend the two training sessions for mentors ● Meet with the principal monthly
Time Allotted for Mentoring	<ul style="list-style-type: none"> ● Mentors and interns will meet an equivalent of ½ day per month ● Attempts will be made to schedule common planning time as much as possible

Goal 2: Provide educators and school staff with strategies and skills to meet the academic, social, and emotional needs of ELLs.

Objectives

- Utilize best practices to support and sustain English Language Learner’s social and emotional developmental needs.
- Employ best practices related to cultural responsiveness, co-teaching strategies, and integrating language and content instruction for ELLs.
- Create a safe and supportive environment that is conducive to learning.

Enduring Understandings:

- English Language Learners are everyone’s responsibility.
- We are committed to ensuring that all students have equal access to quality instruction.
- There must be an explicit effort made to ensure that all teachers and other school professionals are equipped with the necessary skills and knowledge to meet the needs of ELL students.

Essential Questions:

- How do we teach, lead and learn to engage all students to achieve their fullest potential today and be prepared for tomorrow’s opportunities?

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The Marion Central School District has historically had fewer than 30 English Language Learners enrolled. As prescribed in the Commissioner's Regulations, the District has annually requested permission for an exemption from the professional development requirements identified in 100.2(dd). The district will provide professional development opportunities for staff certified as English to speakers of other languages and to staff working with ELL including best practices in that regard. If the district does not receive the waiver, to meet the Continuing Teacher and Leader Education (CTLE) requirements, all holders of professional certificates in the certificate title of English to speakers of other languages (all grades) who, must complete a minimum of 50 percent of the required professional development clock hours for such certificate title in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. The district provides such opportunities for such teachers to participate in district-provided professional development through local offerings as well as the use of outside providers such as, but not limited to, Regional Bilingual Educator Resource Network (R-Bern), conferences, trainings, and webinars to allow for this requirement to be met.

In addition, for all other holders of professional certificates in the classroom teaching service, a minimum of 15 percent of the required professional development clock hours, unless waived due to district population, in language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners must be completed. The district provides opportunities for such teachers to participate in district-provided professional development through elective offerings (a fall series and a spring series), as well as the use of outside providers, such as, but not limited to, R-BERN, conferences, trainings, workshops and webinars to meet this requirement. The district provides such opportunities for such teachers to participate in district-provided professional development through local offerings as well as the use of outside providers such as, but not limited to, Regional Bilingual Educator Resource Network (R-Bern), conferences, trainings, and webinars to allow for this requirement to be met.

Holders of a level III teaching assistant certificate must also complete a minimum of 15 percent of the required professional development clock hours in language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners. The district provides such opportunities for such teachers to participate in district-provided professional development through local offerings as well as the use of outside providers such as, but not limited to, Regional Bilingual Educator Resource Network (R-Bern), conferences, trainings, and webinars to allow for this requirement to be met.

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Activity/Strategy	Evidence	Responsibility	Timeline
Attendance @ BOCES sponsored trainings with regard to co-teaching, ENL, instruction and language development will be supported and encouraged.	<ul style="list-style-type: none"> ● My Learning Plan documentation ● Conference Approvals 	<ul style="list-style-type: none"> ● Director of Educational Services ● Building Principals ● Teachers ● ELL Teachers 	2017-2018 School Year
Monroe 2 BOCES - Regional Bilingual Education Education Resource Network will be used for PD training as deemed appropriate.	<ul style="list-style-type: none"> ● Conference Approvals ● My Learning Plan documentation 	<ul style="list-style-type: none"> ● ELL Teachers ● Director of Ed Services ● Building Principals 	2017-2018 School Year
ELL teachers will participate in NYSESLAT regional scoring on an annual basis.	<ul style="list-style-type: none"> ● Regional Scoring Sign-ups 	<ul style="list-style-type: none"> ● Director of Educational Services ● ELL Teachers 	Spring 2018

Goal 3: School Safety

Provisions for School Violence Prevention and Intervention Training

Marion Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

Upon request or determination of necessity, Marion Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Marion Central School District will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Activities/Strategies:

1. A district-wide safety team representing all stakeholders meets quarterly to review and revise relevant documents.
2. The district provides yearly training for all staff on Bloodborne Pathogen Exposure Prevention, Hazard Communication: Right to Understand, School Violence: Identifying & Addressing and Student Mental Health. This is done through Utica Mutual Insurance Group.
3. Required drills will be conducted annually (8 evacuation, 4 lockdown).
4. Mental health and wellness activities through the district wellness committee.
5. The code of conduct will be reviewed and updated annually.
6. Building Safety plans will be reviewed and updated annually.

Goal 4: Planning for Future -Ready Generations

Priority Area: Learner Engagement & Empowerment Through Rigor, Relevance and Relationships

Transform teaching and learning in every classroom through a focus on positive relationships and rigorous and relevant instruction to raise student achievement increasing college and career readiness.

Action Steps

- Utilize District and Building level data dashboards to track college and career readiness.
- PL Survey (Education Elements)
- New teacher training session on R/R Framework
- Admin - Learning Walks
- PL - Learning Walks
- Professional Development on R/R/R in a Personalized Learning Environment - conference days and Wednesday time
- Develop and offer Micro-Credentials to assist priority area

Priority Area: Culture of Innovation

Create meaningful changes that provide new and better opportunities to empower all learners to thrive in a culture of continuous improvement.

Action Steps

- CIC will read and incorporate ideas from *"Innovator's Mindset"* by George Couros
- Utilize 8 Characteristics of an Innovator's Mindset into planning process and learning standards group plans
- Communicate and network utilizing #MCSDIInnovation
- Open the #MCSDIInnovation Lab for teacher learning, collaboration and growth
- CIC will do a book study; *Learning Transformed: 8 Keys to Designing Tomorrow's Schools Today* by Eric Sheninger
- Use the Innovator's Compass tool in planning process and decision making
- PD around effective and innovative learning environments

Priority Area: Personalized Learning

Use technology to facilitate the academic success of each student by determining individual needs and customizing learning experiences so that they are prepared for today and their future.

Action Steps:

- Collaborate with Education Elements. On-going training and professional learning will be done utilizing their services.
- Use Google Education platform to expand technology capabilities among teachers and other staff members.
- Plan and use processes for the 1:1 technology use among students ~ 7-12th grade students will be taking chromebooks home
- Continue to educate stakeholder groups around personalized learning
- Build capacity of digital content portfolio K-12 -- explore how it can maximize student growth and be used for blended learning. This will include professional development provided by various content and resource providers to increase user capacity.
- Benchmark against cutting edge, best practices and models.
- Micro-credentials made available on targeted instruction, digital content, data driven instruction as well as student ownership and reflection
- Communicate the power of the learning target in personalized learning through blog posts, newsletter and PD offerings
- Key focus areas - Core Four Areas of Personalized Learning infusing R/R Framework and SAMR model
- Monitor digital content usage on monthly basis

Priority Area: Innovative and Effective Curriculum, Assessment and Instruction Leading to College and Career Readiness

Improve student learning and achievement through quality unit design, effective & innovative instructional practices and the use of formative and summative assessments to guide decisions in meeting the needs of the future-ready learner.

Action Steps:

- Train all new teachers in UBD and R/R Framework for planning instructional units
- Continue professional learning around the Danielson's Effective Teacher Framework
- Provide continued training for all teachers on how to use My Learning Plan for their observations, CTLE hours and PD tracking

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- Collaborate with the Teacher Resource Center as needed to support teachers growth and development in the classroom
- Personalized Professional Development utilizing district developed micro-credentials and Digital Promise/Bloomboard
- Curriculum Development - Social Studies and Science (district, BOCES opportunities)
- Math Coaching with BOCES
- Curriculum mapping - K-6; ELA and Math
- CCR Committee will continue to develop and implement career readiness plan with guidance from Career Readiness Institute
- Communicate the MCS 21st Century Skills list to stakeholder groups
- Develop a replacement assessment for 21st century skills at grades 5th & 8th.
- Finalize curriculum for technology K-6
- Continue Professional Development during conference days and Wednesday time around 21st Century Skills and Future-Readiness
- Monitor lexile levels K-12 using - iReady and Achieve 3000

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Appendix A

List of anticipated consultants that may be utilized during the 2017-2018 school year by the Marion Central School District where CTLE credit will be awarded.

Topic	Organization/Consultant Provider
English Language Learners	Alicia Van Borssum, EdD Coordinator, Project CELLS: Western NY Collaboration for English Language Learner Success Warner Graduate School of Education University of Rochester Office: 585-276-4779 Mobile: 585-261-7460
Personalized Learning/Innovation	Education Elements League of Innovative Schools
Math Curriculum	Math Expressions Curriculum ThinkCentral Houghton Mifflin Harcourt
Benchmarking and Instructional Planning	iReady -- Curriculum Associates
College and Career Readiness	Career Readiness Institute Successful Practices Network
School Safety	Utica Mutual Insurance Company

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Teacher Evaluations/PD Tracking	My Learning Plan Frontline Education
Writing	Being a Writer Creating a Collaborative Classroom
Special Education	BOCES - RSE-TASC
Curriculum, Assessment and Instruction	WFL BOCES Monroe 1 BOCES Monroe 2 BOCES
Micro- Credentials	Bloomboard Digital Promise
Digital Content Providers	iReady Odyesseyware Achieve3000 MyOn Discovery Education Keyboarding without Tears Castle Learning Classlink

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Regulatory Provision -- Continuing Teacher and Leader Education (CTLE)

As of July 1, 2016, the law requiring 175 hours for certain certification holders has changed to 100 hours with more specifics related to approved activities and sponsors. A full list of registration and CTLE requirements by certification typed and employment status can be found below:

Registration and CTLE Requirements			
Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS school district or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT 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 school district or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS school district or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period

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PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS school 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 school 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 school 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 school 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 school 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 school 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 school district or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS school district or BOCES	NOT subject to registration	NOT subject to CTLE

Approved Sponsors

NYSED Law requires the Department to approve all CTLE sponsors. Marion Central School District, along with other NYS school districts and BOCES will submit their professional development plan and attest that their plan is consistent with 100.2(dd) of the Commissioner's Regulations and that they meet the requirements of Subpart 80-6 for approved CTLE. Other entities that may become sponsors include: Teacher Centers, NYS Institutes of Higher Education, Professional Organizations and unions and any other entity approved by the Department. Professional Development Plans should include a list of contracted entities or individuals that will provide CTLE hours on behalf of the school district:

- Marion Central School
- Wayne-Finger Lakes BOCES
- Wayne-Finger Lakes Teacher Center
- All other school districts, BOCES, entities, organizations or individuals who are approved by the Department and listed on the Office of Teaching Website
- As well as those identified or listed through this said plan.

Additional Certificate Holder Responsibilities

Certificate holders will attest to the number of hours completed annually through the TEACH system which must include name of course, focus of course, sponsor of course and clock hours. Additionally, as individuals, certificate holders must maintain a record of completed CTLE for their 5 year cycle, and 2 years thereafter, which include:

- Title of Program
- Total number of hours completed

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- Number of hours completed in language acquisition for ELL students (possible waiver exemption)
- Sponsor's name and identifying number
- Attendance verification
- Date and location of program

Acceptable CTLE

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

Acceptable CTLE must be taken from a sponsor approved by the Department and shall be the study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English Language Learners as described in section 80-6.3 of Commissioner's Regulations.