

Plan Effective 2015-2018

BERLIN CENTRAL SCHOOL DISTRICT

Professional Development Plan

[PD Plan]

Respectfully Submitted by the District Professional Development Committee on:

9/1/2015

Subdivision (dd) of Section 100.2 of the Regulations of the Commissioner of Education requires each school district to adopt a professional development plan annually by September 1 of each school year. The purpose of the plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current with their profession and meet the learning needs of their students.

Professional Development Plan
Plan is Effective: 2015-2018

District: Berlin Central School District
BEDS Code: 490101040000
Superintendent: Stephen Young, Superintendent

Administrative Supervisory Evaluation Team:

Catherine Allain	<i>High School Principal</i>
Jason Breh	<i>Middle School Principal</i>
Tracy Kent	<i>Berlin Elementary Principal</i>
Nancy Mills	<i>Pupil Personnel Director</i>
Stephen Young	<i>Superintendent</i>

Professional Development Committee:

Susan DiNova	<i>Teaching Assistant, Berlin Elementary, CSEA Representative</i>
Daniel Dobbins	<i>Grade 1 Teacher, Berlin Elementary, BTA Representative</i>
Michele Doyle	<i>RTI/AIS Teacher, Berlin Elementary</i>
Deborah Huskie	<i>Teacher, Berlin High School, Mentor Program Coordinator</i>
Nancy Mills	<i>Director of Pupil Personnel Services, Berlin School District</i>
Lauren Nichols	<i>Grade 2 Teacher, Berlin Elementary</i>
Joshua Santarcangelo	<i>Social Studies Teacher, Berlin High School</i>
Audrey Vanderhoef	<i>Science Teacher, Berlin Middle School</i>
Laura Witbeck	<i>Grade 5 Teacher, Berlin Elementary</i>

Number of school buildings in district: Two (2)

SECTIONS

- **SECTION I** *INTRODUCTION
PROFESSIONAL DEVELOPMENT PLANNING TEAM
NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN*
- **SECTION II** *NEEDS ASSESSMENT PRIORITIZING*
- **SECTION III** *DISTRICT RESOURCES*
- **SECTION IV** *IMPLEMENTATION PLAN*
- **SECTION V** *EVALUATION PLAN*
- **SECTION VI** *TEACHER PROFESSIONAL DEVELOPMENT HANDBOOK (UNDER REVIEW)*

TABLE OF CONTENTS

Introduction..... 4

Needs/Data Analysis for Professional Development Plan..... 5

Needs Assessment Prioritizing..... 7

District Resources and Implementation Plan..... 8

Evaluation Plan 12

Currently under Review by the Professional Development Committee:

Professional Development Handbook 15

Data Collection and Analysis Protocols for Improving Student Achievement 16

Structures for Analyzing Data..... 16

Rationale and Statement of Purpose PD Handbook..... 17

In-Service and Professional Development Credits Guide 18

Continuing Professional Development Planning and Participation Form 19

Curriculum Writing Proposal 21

Professional Development Proposal Form 23

Application for Approval of Courses take for Salary Credit 24

Professional Development Guiding Principles..... 26

Characteristics and Focus of Effective Professional Development and Continuum..... 27

District Professional Development Sign in Sheet 28

Professional Development Conference/In-Service/Workshop Report Form 29

SECTION I

INTRODUCTION

Subdivision (dd) of Section 100.2¹ of the Regulations of the Commissioner of Education requires each school district to adopt a professional development plan annually by September 1 of each school year. The purpose of the plan is to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development to remain current with their profession and meet the learning needs of their students.

In accordance with Federal and State regulations to ensure highly qualified professional personnel, any teacher holding a professional certificate issued on or after February 2, 2004 is required to complete 175 hours of professional development over a five (5) year period (averaging 35 hours per year) and Level III Teaching Assistants must complete 75 hours of professional development every (5) years. Additionally, in accordance with the state's high academic standards and NCLB legislation, teachers holding a provisional or permanent certificate are required to take part in "substantial" professional development. Berlin CSD defines "substantial" professional development to be, at a minimum, participation in activities, workshops, in-services, conferences, etc. that are an integral part of the district wide educational improvement plan. All paraprofessionals for both general and special education have the opportunity to and are encouraged to attend all sponsored professional development.

The Professional Development Committee is comprised of administrative, elementary and secondary staff including a teachers' union representative and a CSEA representative. Numerous invitations have been extended to various stakeholder groups to ensure broad based representation. The Committee will continue its recruiting efforts through the bargaining units, Parent Teacher Organizations and higher education institutions for which we sponsor student teachers.

The Berlin Central School District recognizes that participation in professional development reflective of the most current research and best practices is central to student learning and achievement. The BCSD considers all student and district data, including the results of program review and evaluation processes. The PD Committee will consider outcomes for District data collection including the Efficiency and Effectiveness Study, the Special Education Quality Assurance Review, and analysis of APPR outcomes. One approach to ensuring continuous inquiry and improvement for staff and students is the development of professional learning communities. The continuing education of all members of the school community creates an environment that builds the capacity for providing our students with rigorous opportunities for meeting the New York State Common Core Learning Standards², accountability measures under Elementary and Secondary Education Act³, APPR⁴ and the demands of educating students with the knowledge and skills necessary for success in a global society.

¹ See Appendix A Commissioner's Regulation for General School Requirements (dd)

² http://www.p12.nysed.gov/ciai/common_core_standards/

³ <http://www.ed.gov/esea>

⁴ <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/>

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

Professional development initiatives reflect alignment with the New York State Learning Standards, New York Common Core Learning Standards and New York State Testing Program (NYSTP)⁵ The professional development activities are designed to develop and implement new and revised curricula as well as improve the quality of teaching that will have a direct impact on meeting the requirements of the NYS Common Core State Standards Pre K-12.

Berlin Central School District professional development initiatives include methods for ensuring curriculum alignment with NYS Learning Standards and New York Common Core State Standards. Existing professional development efforts for meeting the Standards are:

- Participation in building faculty, department and team meetings
- Superintendent Conference Days
- Review of student data tests to inform curricula, instructional practices, and intervention services
- Participation in new teacher mentor program monthly staff development sessions
- Participation in district sponsored professional development, Greater Capital Region Teacher Center, Questar III/other BOCES offerings, and other district approved professional development offerings
- Curriculum development by individuals and teams utilizing Rubicon Atlas ⁶

The professional development plan is continuous, reflecting a multi-year approach to improve student performance:

English Language Arts

- K-12 English Language Arts Curriculum map aligned with NYS Common Core Learning Standards
- K-8 Balanced Literacy
- K-12 Curriculum Mapping Initiative
- Longitudinal Data Analysis
- K-12 Literacy Across the Content Areas

Math

- K-12 Math Curriculum map aligned with NYS Common Core State Standards
- Longitudinal Data Analysis
- Mathematical Literacy

Science and Social Studies

- K-8 Science and Social Studies curriculum maps alignment with NYS Common Core Learning Standards
- K-12 Social Studies and Science individual curriculum maps and alignment
- Longitudinal Data Analysis

Technology Integration

- ISTE/NETS⁷ and technology integration projects incorporated into subject area curriculum maps
- Ensuring students are technologically literate by the end of eighth grade
- Universal Design Learning⁸ (differentiated instruction, disability awareness, accelerated learners)

⁵ <http://www.p12.nysed.gov/assessment/testingprogram.html>

⁶ <http://rubicon.com/>

⁷ <http://www.iste.org/standards>

⁸ <http://www.udlcenter.org/>

Meeting the needs of all learners/Data Driven Decision Making

- Response To Intervention (RTI) Implementation Model K-12⁹
- K-12 Cooperative Learning Structures & Project-based Learning¹⁰
- Positive Behavioral Intervention and Supports (PBIS)¹¹ 6-12
- Universal Screening¹² for RTI implementation (Fall, Winter, Spring and progress monitoring) utilizing AIMSweb, Scholastic Reading Inventory, Scholastic Math Inventory
- K-12 Co-Teaching Initiative¹³
- K-12 Literacy Initiatives:
 - K-5 Fountas and Pinnell benchmarking, Journeys Program benchmarking
 - 6-8 Reading/Writing Initiative, SRI, Reading Specialists
 - 6-12 RtI/AIS Regents course benchmarking, Science Exam-View Data Analysis

Curriculum and Instruction

- K-12 New Teachers trained in *Understanding by Design* and *Curriculum Mapping*
- *Curriculum Mapping* using Rubicon Atlas

Character Education

- K-5 Character Education training program and implementation
- 6-12 Positive Behavioral Intervention and Supports (PBIS)
- 6-8 Second Step Program¹⁴

New Teachers/Mentor Plan

- Ongoing Leveled Mentor Teacher Training
- Monthly Mentor/Intern professional development
- Peer Coaching

The Needs Assessment Sources used to determine professional development direction:

- School Report Card
- BEDS data (Basic Educational Data System)
- Title I school
- Student attendance rates
- Graduation and drop-out rates
- RTI Progress Data
- Student performance results disaggregated
- State benchmarks for student performance
- Longitudinal data
- K-12 Benchmark Assessment all subject areas

⁹ <http://www.p12.nysed.gov/part100/pages/1002.html#ii>

¹⁰ <http://www.edutopia.org/inquiry-project-learning-research>

¹¹ <http://www.pbis.org/>

¹² <http://www.rti4success.org/essential-components-rti/universal-screening>

¹³ <http://www.marilynfriend.com/approaches.htm>

¹⁴ <http://www.secondstep.org/>

SECTION II

NEEDS ASSESSMENT PRIORITIZING

Congruence between student and teacher needs and district goals and objectives were used to determine the priorities of the Professional Development Plan. The Professional Development Plan supports District/Board of Education goals and objectives.

Goals	District Goal/Objective	Teacher Content/Practice Need(s)	Student Needs
Improve academic achievement	Review and align K-12 curriculum to New York State Learning Standards and NY Common Core State Standards	Provide opportunities for staff to increase content knowledge in the areas of curriculum development/alignment and unit design based on NYS Learning Standards, CCSS and researched best practices	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music
Improve academic achievement	Design and implement system for identifying root causes for low academic performance and utilize information to improve student performance	Provide opportunities for staff to enhance their knowledge and practice with using formative ¹⁵ and summative ¹⁶ student test data and item analysis to inform curricula and instruction with the support of a Data Team	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music
Ensure an informed, competent and committed workforce	Implement and oversee a professional development plan that reflects the district goals and high expectations for all staff including professional development in best instructional practices and mandated workplace training	Professional development initiatives to support; evidence based teaching and evaluation, student literacy across the content areas, co-teaching, cooperative learning, integration of technology into curricula and instruction, differentiated instruction and disability awareness	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music

¹⁵ *Formative assessment is a range of formal and informal assessment procedures employed by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance. It is commonly contrasted with summative assessment, which seeks to monitor educational outcomes, often for purposes of external accountability.*

¹⁶ *Summative assessment (or summative evaluation) refers to the assessment of the learning and summarizes the development of learners at a particular time. After a period of work, e.g. a unit for two weeks, the learner sits for a test and then the teacher marks the test and assigns a score. The test aims to summarize learning up to that point. The test may also be used for diagnostic assessment to identify any weaknesses and then build on that using formative assessment.*

	Continue implementation of Teacher Mentor Program	Integrate new teachers into the social system of the school, the district, and the community; provide mentoring to new teachers in order to maximize student achievement by improving teacher effectiveness and daily instruction	English Language Arts, Math, Social Studies, Science, LOTE, Business, Technology, Home and Careers, P.E., Art, Music
Improve school climate and communication	Improve student behavior by identifying and reducing causes for misbehavior	Provide staff with information and approaches to help students understand respect and character traits as they relate to their learning environment	Student health and wellness, Guidance, Social Work
	Improve avenues and frequency of communication vertically and horizontally within and outside the district	Provide staff with information and approaches for building stronger home/school partnerships and communication mediums	Use of technological and other tools to increase awareness of student projects, homework and course requirements, Attendance, Guidance, Social Work,

SECTION III

DISTRICT RESOURCES

Fiscal Resources	Consolidated Application Formula (Title) Funds IDEA Funds ¹⁷ , General Fund
Staff Resources	K-5 Team Leaders 6-12 Academic Chairs Pupil Services Mentor and Exemplary Teachers K-12 Instructional Technology Coordinator K-12 RtI Coordinator Administrators
Providers	Questar III BOCES (Model Schools, RSE TASC, Professional Development Services) Capital Region BOCES ¹⁸ (Literacy Center, Staff Developers for Curriculum and Instruction) Greater Capital Region Teachers Center NYSUT Education Learning Trust ¹⁹ Onsite Trainers & Turnkey Trainers

¹⁷ <http://www2.ed.gov/policy/gen/leg/recovery/factsheet/idea.html>

¹⁸ <http://www.capregboces.org/>

¹⁹ <http://www.nysut.org/elt.htm>

SECTION IV

IMPLEMENTATION PLAN

Goal/Objective #1: Improve academic achievement: Review and align K-12 curriculum to New York State Learning Standards and NY Common Core State Standards

Strategies	Activities	Who	Timeframe
Continued review and update of K-12 curriculum maps highlighting the content, skills, assessments, and essential questions on a monthly basis	<p>Training in Curriculum Mapping process</p> <p>Collaborative effort to update maps at grade levels and in subject areas</p> <p>Training in Rubicon Atlas Curriculum Mapping</p>	<p>All teachers</p> <p>Professional Development Providers such as: Questar III Professional Development Services Teacher Center Rubicon Atlas training and support Capital Regional BOCES</p>	<p>Initial Training March 2015</p> <p>Ongoing</p>
Continued development of Units using Understanding By Design (UbD)	<p>UbD refresher training day sessions</p> <p>Individual and collaborative unit design at grade levels and subject areas</p> <p>UbD unit self and peer evaluation</p> <p>Ongoing analysis and revision of work</p> <p>Quarterly meetings (minimally) to review student work from unit (utilizing team time, monthly two hour sessions or other identified common time)</p>	<p>All teachers</p> <p>6-12 Academic Chairs</p> <p>Questar III Professional Development Services</p>	Ongoing
Use K-12 curriculum map to ensure horizontal and vertical alignment to new Common Core State Standards	<p>Quarterly meetings to identify gaps and overlaps</p> <p>Revise map to fill gaps and remove overlaps showing alignment</p>	<p>Teacher representatives</p> <p>6-12 Academic Chairs & K-5 Team Leaders</p>	Ongoing

Goal/Objective #2: Improve academic achievement: Design and implement system for identifying root causes for low academic performance and utilize information to improve student performance

Strategies	Activities	Who	Timeframe
Use state and local assessment data to improve student learning and state test results (NYS Assessments, local assessments, Benchmark assessments, quarterly assessments)	Grade level teams and subject area teachers analyze, disaggregate data, summary of student responses (item analysis and error frequency) Identify strengths and weaknesses from assessment data and make curricular and instructional recommendations for change	6-12 Academic Chairs K-5 Team Leaders Administrators Teachers Data analysis services (CIO and support)	Ongoing on a quarterly basis
Use state and local assessment data to inform instruction through RTI	RTI Plan and Implementation Universal Screening, Progress Monitoring, Instructional Interventions Differentiated Instruction PD Data Collection Options	Teacher representatives K-5 Team Leaders 6-12 Academic Chairs RTI Team	Ongoing when assessment results are available

Goal/Objective #3: Ensure an informed, competent and committed workforce: Implement and oversee a professional development plan that reflects high expectations for all staff including professional development in best instructional practices and mandated workplace training

Strategies	Activities	Who	Timeframe
District In-service Staff development days Superintendent Conference days Workshops Job-embedded training Faculty Meetings Team Meetings Professional Learning Communities	Universal Design Learning (differentiated instruction, disability awareness, accelerated learning)	All teachers Regional Special Education Technical Assistance Support Centers (RSE-TASC) Teacher Center Consultants 6-12 Academic Chairs	As needed
	Implement software applications/ internet resources to improve student learning across using communication technology K-12 i.e. Edline, Thinkfinity ²⁰ , Rubicon Atlas, SMART Technology	All teachers District Turnkey trainers	Ongoing
	NY Common Core Learning Standards	K-12 teachers 6-12 Academic Chairs	Ongoing
	Training in instructional interventions	RTI service providers Building principals RTI Team K-12 teachers	Annually
	Rubicon Atlas Curriculum	All teachers Rubicon trainers District Turnkey trainers	Fall/Ongoing
	IEP Direct ²¹	Special Education, General Education teachers Administration Support staff for special education	Annually
	RTIM Direct ²²	RTI service providers Administration Support staff for building principals	Fall/As needed
	SchoolTool ²³	All teachers Administration Clerical Staff	Ongoing
	Co-Teaching & Collaborative Planning	K-12 Co Teaching teams	Annually

²⁰ <http://www.thinkfinity.org/>

²¹ <https://www.iepdirect.com/iepdotnet/hub/index.html>

²² <http://www.rtimdirect.com/>

²³ <http://www.schooltool.com/>

	Student Learning Objectives (SLO) ²⁴ development	All K-12 Teachers	Annually
	Teacher and principal evaluation-rubric ²⁵	All K-12 Teachers, Administrators, Pupil Services Personnel and Key Support Staff, BCSD Mentor Program	Annually
Implement the Plan for the Dignity for All Students Act	Design a plan for training and develop methods for implementation	Staff Parents Student	Full Year

²⁴ <http://engageny.org/news/student-learning-objectives/>

²⁵ Teachers will be using The Marzano Causal Teacher Evaluation Rubric: http://usny.nysed.gov/rttt/teachers-leaders/practicrubrics/Docs/LSI_Domains1234.pdf Principals will be using the Kim Marshall Principal Evaluation Rubric: <http://www.marshallmemo.com/articles/Prin%20Eval%20Rubrics%20Jan%202026,%2010.pdf>

Goal/Objective #4: Ensure an informed, competent and committed workforce: Implement Teacher Mentor Program

Strategies	Activities	Who	Timeframe
New Teacher Orientation Program	Large group meeting with breakout sessions	Superintendent Administrators New Teachers District personnel Mentor Program coordinators and teachers, new teachers	One Full Day before the start of school
Training of New Mentors	Professional Development	Recommended Mentors	Summer – Ongoing as available
Mentor/Mentee Meetings	Daily communication recommended Planned meeting times Monthly large group meeting with breakout sessions	Mentor Program Participants	Full Year

Goal/Objective #5: Improve school climate: Improve student behavior by identifying and reducing causes for misbehavior

Strategies	Activities	Who	Timeframe
Cultivate and support a school atmosphere that promotes lifelong learning	District and building level presentations and activities that promote risk taking, collegiality, and school district pride	Character Education Committee K - 5 teachers Teaching Assistants	Full Year
Character Education	Monthly Committee Meetings Faculty Meeting Discussion Peaceful Bus Activities	Character Education Committee K-5 teachers Teaching Assistants Transportation	Full Year
Positive Behavioral Interventions and Supports	Presentations and activities that promote commitment to district instructional and behavioral practices and interventions.	PBIS Team All MS teachers Teaching Assistants Transportation	Full Year

Goal/Objective #6: Improve school climate and communication: Improve avenues and frequency of communication vertically and horizontally within and outside the district

Strategies	Activities	Who	Timeframe
Improve parent partnerships through communication	Faculty, Team and Department Meetings where ideas and resources are shared and discussed Parent Portal District Website District Newsletters	Teachers Parents Administrators Community Members	Full Year
Increase Parent & Community Engagement	Parent Engagement Committee District developed goals through outcomes of Efficiency and Effectiveness Study	Teachers Parents Administrators Community Members	Full Year

SECTION V

EVALUATION PLAN

Goal/Objective	Evaluation Plan	Timeframe
<p>#1 Improve academic achievement: Review and align K-12 curriculum to New York Common Core State Standards</p>	<ul style="list-style-type: none"> • Completion of initial curriculum maps using Rubicon Atlas • Completion of all curriculum maps • Publication and distribution of Curriculum Mapping Documents K-12 • Horizontal and Vertical alignment of curriculum maps • Student Learning Objectives • Teacher and Principal Evaluations • Observation reports of Research-based instructional practices including Marzano elements 	<ul style="list-style-type: none"> • June 2016 • June 2017 • Annually • June 2018 • Annually • APPR schedule • Annually
<p>#2 Improve academic achievement: Design and implement system for identifying root causes for low academic performance and utilize information to improve student performance</p>	<ul style="list-style-type: none"> • Student performance results on state, local and benchmark assessments • Review summaries of student responses (item analysis and error frequency) • Examination of student enrollment number in RTI tiers • Progress of students receiving RTI supports being progress monitored as a result of Universal Screening • Percent of student referrals for academic supports 	<ul style="list-style-type: none"> • Upon availability throughout the school year • Upon availability throughout the school year • Annually • Fall, Winter, Spring benchmarking • Annually

<p>#3 Ensure an informed, competent and committed workforce: Implement and oversee a professional development plan that reflects district goals and high expectations for all staff including professional development in best instructional practices and mandated workplace training</p>	<ul style="list-style-type: none"> • Annual Professional Performance Reviews • Attendance at district in-services, workshops • Monitoring of technology implementation as per District Technology Plan • Monitoring of PD Plan outcomes 	<ul style="list-style-type: none"> • Annually • Annually • Annually • Quarterly
<p>#4 Ensure an informed, competent and committed workforce: Implement Teacher Mentor Program</p>	<ul style="list-style-type: none"> • Needs Assessments • Mentor/Intern program Evaluations • Attendance at monthly staff development • Attendance at district in-service, retreats, support groups 	<ul style="list-style-type: none"> • Quarterly • Quarterly • Annually • Update Mentor plan as required
<p>#5 Improve school climate: Improve student behavior by identifying and reducing causes for misbehavior</p>	<ul style="list-style-type: none"> • Number of discipline referrals • Number of bus referrals • Number of AES and Out of school suspensions • Attendance at district and building level presentations, in-services • 	<ul style="list-style-type: none"> • Mid and end year discipline report • Mid and end year bus referrals report • End of year AES and out of school suspension report • Log of professional development sessions annually
<p>#6 Improve school climate and communication: Improve avenues and frequency of communication vertically and horizontally within and outside the district</p>	<ul style="list-style-type: none"> • Number of faculty meetings devoted to this topic • Documentation of methods/avenues used for home to school communication and partnership • Documentation of building level activities for improving school climate 	<ul style="list-style-type: none"> • Faculty meeting agendas annually • Annual summary by building • Annual summary by building
<p>#7) Implement the Plan for the Dignity for All Students Act Ensure all employees have an understanding of DASA regulations and implementation</p>	<ul style="list-style-type: none"> • District DASA process • Training for staff, parents and students 	<ul style="list-style-type: none"> • Annual review of plan • Annual trainings

THE FOLLOWING SECTION (SECTION VI) remains under review by the District Professional Development Committee. This section will be edited and adjusted to reflect current regulation, procedures, policies and processes. Completion date June 2016.

SECTION VI

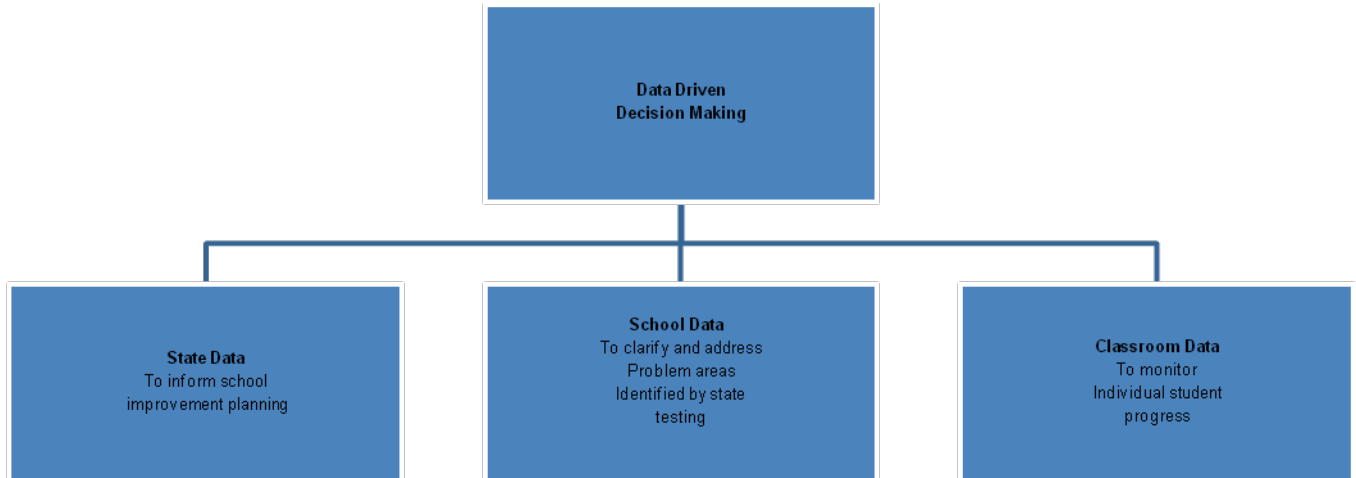


P.O. Box 259
Berlin, N.Y. 12022

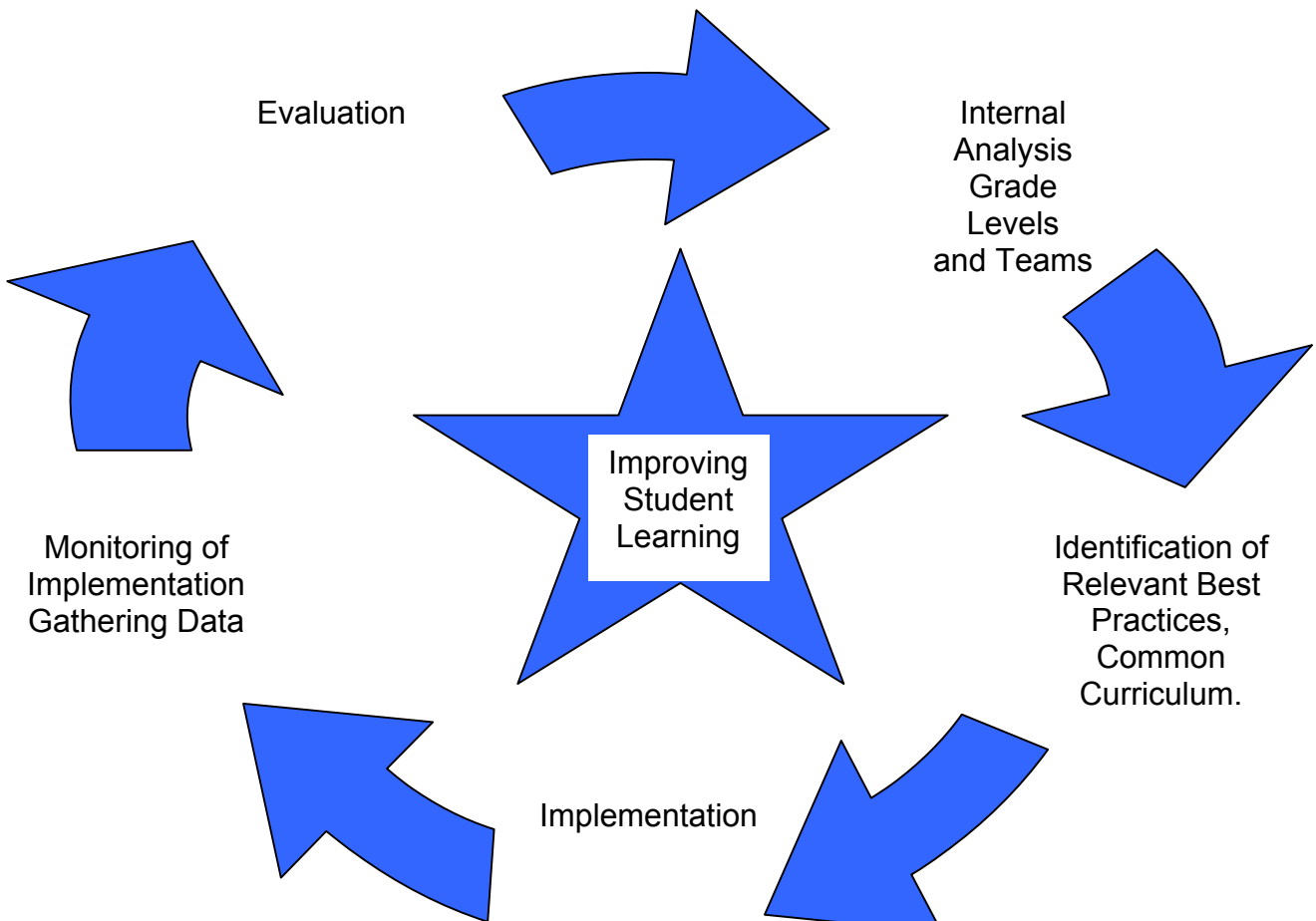
PROFESSIONAL DEVELOPMENT

TEACHER HANDBOOK

Data Collection and Analysis Protocols for Improving Student Achievement



Structures for Analyzing Data and Planning Improved Student Achievement



BERLIN CENTRAL SCHOOL DISTRICT

RATIONALE AND STATEMENT OF PURPOSE

The Professional Development Committee has developed this handbook to assist you with your yearly individual professional development goal planning. The handbook will serve as a guide and assist you with professional development record keeping. All the necessary forms for planning and carrying out professional development activities are included in this handbook.

The Professional Development Committee has also initiated the development of a District Professional Development Catalog. Within the catalog you will find a listing of professional development opportunities offered within the district as well as those offered through GCTRC, Questar III, Capital Region BOCES, and other organizations. The catalog will be continually updated with offerings that align with our district initiatives and goals.

BERLIN CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT
IN-SERVICE CREDITS and PROFESSIONAL DEVELOPMENT CREDITS

- Prior approval from Supervisor and Superintendent is required
 - Complete and submit "Application for Approval of Courses taken for Salary Credit" form **2 weeks prior to your required commitment to the course**. Late applications will be denied
- ***Salary increments are granted with prior approval using the same application form as described above. An increment of \$35 will be granted for each additional credit of approved coursework.**
- **Maximum of 130 credit hours above Bachelors**
 - **Maximum of 100 credit hours above Masters.**

Guide to receiving In-Service and/or Professional Development Credit:

<i>Payment/Registration Cost Covered by:</i>	In-Service Credit Offered 15 class in-service/workshop hours=1 in-service credit	Professional Development Credit Offered 1 hour of Professional Development=1 hour of Professional Development credit
Attended during school hours: district or staff member funded	No	Yes
Attended after school hours: no registration fee or staff member funded	Yes	Yes
Attended after school hours school district funded	Yes	Yes
Curriculum Writing work with hourly rate paid as per Article 11.4 of the BTA contract	No	Yes
Service on District Level Committees as per Article 8.2 of the BTA contract	Yes	Yes

BERLIN CENTRAL SCHOOL DISTRICT

**CONTINUING PROFESSIONAL DEVELOPMENT
PLANNING and PARTICIPATION FORM**

Professional Certificate Holders and Level III Teaching Assistant Certificate Holders

Commissioner’s Regulation 80-3.6 Professional development certification requires that teachers with Professional certificates complete **175 hours of professional development** and Level III teaching assistants to complete **75 hours of professional development** every **five years** for their certificates to be valid.

Both the District and the certificate holder have a responsibility for documenting, reporting and maintaining records of the approved professional development hours completed on an annual basis.

1. This form is provided for use by individuals holding either a Professional certificate or a Level III Teaching Assistant certificate to use for planning and maintaining the required documentation of completed professional development hours
2. Record professional development in the table below
3. Keep all registration forms and other documentation related to the professional development with this record
4. The State Education Department requires that all professional development documentation (this form and other related documentation) be **retained by the certificate holder for seven years**
5. Upon completion of the professional development activities for the year, the certificate holder must verify the number of clock hours approved and completed with their direct supervisor by submitting this form no later than the last day of school
6. Submitting this form provides the district with the documentation they are required to maintain on your behalf and for reporting purposes to the State Education Department annually

Name of Certificate Holder: _____

Certificate Title: _____

Certification Number: _____

Employing School District: _____

School: _____

School Year: _____

Please check the unit that applies to you:

BTA CSEA

Annual Training:

Training Received:

1. Right-to-Know OSHA
2. Blood Borne Pathogens
3. AED
4. NYS Certification for Coaching/First Aid
5. Dignity for All Students Act

Date: _____
Date: _____
Date: _____
Date: _____

BERLIN CENTRAL SCHOOL DISTRICT

CURRICULUM WRITING PROPOSAL

All new curricula will be developed using *Understanding by Design* model. Reference to the grade level/subject area *Curriculum Map* must be made. Summer proposals must be submitted to the building principal no later than the Friday of the first week of June. Principals must submit all proposals the Professional Development Committee co-chairs no later than the second Tuesday of June.

School: _____

Teacher/Team: _____

Department/Grade Level: _____

Subject/Topic: _____

Purpose/Rationale:

Congruence with District/Building/State Initiatives:

Objectives:

Itemized costs: (Must be completed with actual dollar amounts included, for curriculum writing rate refer to 11.4 of the BTA contract)

Personnel Involved:

Plan for Implementation and Evaluation:

Teacher(s) signatures:

Date:

Principal's signature

_____ *Professional Development Committee Review*
Date Approved: Yes No Number of hours: _____

BERLIN CENTRAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PROPOSAL FORM

Requesting Employee(s): _____

Building: _____ **Date:** _____

Contact Person: _____

Type of Professional Development (Circle one):

In-service Workshop Study Group Other

Topic/Title: _____

Date(s) and Time(s) of proposed professional development: _____

Location (remember to submit appropriate building/room use form): _____

Purpose and Objectives of proposed session:

Facilitator of proposed session: _____

Describe how this proposal relates to District/Building goals (reference PDP plan, district/building goals):

Description of format of proposed session:

Building Principal Signature: _____

Date: _____

Professional Development Committee Review: Aligned and recommended to Superintendent: Y or N

Superintendent Signature: _____

Date: _____

BERLIN CENTRAL SCHOOL DISTRICT

APPLICATION

for

APPROVAL OF COURSES TAKEN FOR SALARY CREDIT

NAME: _____

DATE: _____

DIRECTIONS:

- Fill in all requested information.
- Submit 2 signed copies of this form.
- Attach one copy of the official course description unless it's a Teacher Center Course.
- Submit for approval to your immediate supervisor 2 weeks prior to your required commitment to the course.
- Resubmit a copy of the approved form with the instructor's certification upon completion of the course, or attach college transcripts.

COURSE NAME	Cr Hrs	Insv Hrs	SESSION DATES	COLLEGE AGENCY	OBJECTIVES

How does each course relate to district, building or career goals?

1. _____
2. _____
3. _____
4. _____

This course is taken for (circle response):

Graduate Credit: yes no **Degree Credit:** yes no
Certification: yes no **Inservice Credit:** yes no

APPROVALS

Supervisor

Date

Superintendent

Date

BERLIN CENTRAL SCHOOL DISTRICT

INSERVICE CREDIT PROGRAM

This is to verify that _____
attended the Inservice program _____
sponsored by _____ for _____ Inservice hours.*

(Presenter's Signature)

(Date)

* Inservice hours are equal to the number of class instructional hours (excluding lunch and supper breaks).

PROFESSIONAL DEVELOPMENT GUIDING PRINCIPLES

The design of professional development should be a result of a district's professional development planning process. It is best done as part of a comprehensive district plan, such as the piloted Comprehensive District Education Plan (CDEP) or New York City's District Comprehensive Education Plan (DCEP). The planning process includes, at a minimum, a collection of needs assessment data, i.e. student and teaching staff needs; root cause identification; proposed activities; identification of resources; and proposed evaluation of the impact of planned activities/approaches. Enhanced teaching and learning is the foundation upon which individuals and districts should plan the content of all professional development.

- Subject matter content of professional development activities/experiences is clearly connected to student achievement of the NYS Learning Standards and NY Common Core State Standards
- Professional development activities/experiences are planned with the *NYS Teacher Standards and new NY Common Core State Standards* as underpinning.
- Professional development activities/experiences should respond to student achievement data including State and local assessments and School District Report Cards.
- 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, being site-based and connected to daily school experiences.
- Professional development enables the teaching 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 involves educators in the design and implementation of such opportunities.

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

- enhancing teacher/teaching assistant subject matter knowledge,
- teacher/teaching assistant knowledge, use and application of appropriate teaching techniques,

- broadening and enhancing teacher/teaching assistant abilities to apply more accurate and appropriate assessment methodologies, and
- enhancing teacher/teaching assistant skills in effectively managing individual students and classroom in both heterogeneous and homogeneous settings.

****New York State Education Department**

BERLIN CENTRAL SCHOOL DISTRICT

CHARACTERISTICS and FOCUS OF EFFECTIVE PROFESSIONAL DEVELOPMENT
and
CONTINUUM OF PROFESSIONAL DEVELOPMENT

Characteristics:

- Aligned and integrated with District goals to improve education
- Guided by a coherent long term plan
- Driven by desegregated data on student outcomes
- Designed according to teacher needs
- Provides a strong foundation in subject content and methods of teaching
- Enables teachers to work with colleagues in and beyond their school building
- Ongoing and sustained with follow-up support for further learning
- Based on principles of adult learning

Professional Development Focuses On:

- Content knowledge of subject matter and curriculum
- Preparation employing necessary pedagogical practice to support instruction
- Instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning
- Classroom management supportive of diverse student learning needs which creates a supportive learning environment conducive to student learning
- Knowledge of student development and appreciation of diversity and regular application of developmentally appropriate instructional strategies
- Student assessment techniques based on appropriate learning standards
- Collaborative process for working with students, parents, and support personnel
- Reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment.

Professional Development Continuum

- Attendance at conferences
- Attendance at workshops or in-services
- Taking College classes
- Pursuing advanced degrees
- Participation on District and Building Level Committees
- Conducting Research
- Designing Curriculum
- Mentor Program Participation
- Grade Level Meetings designed around specific professional development topic
- Team Meetings designed around specific professional development topic
- Creating Staff Portfolio
- Creating new ideas/innovative techniques for the classroom (based on research)
- Program planning
- Collegial circle and/or Book study groups

Berlin Central

School District

PROFESSIONAL DEVELOPMENT
CONFERENCE/IN-SERVICE/WORKSHOP
REPORT FORM

We request that this form be completed immediately following your attendance at a professional development session and submit to your direct supervisor. The supervisor will forward to the Professional Development Committee for future planning and required evaluation of the District Professional Development Plan. Providing this information helps the committee in their planning and implementation of the articulated Professional Development Plan for improving student achievement.

Name & Position: _____
 Conference Title: _____

Date: _____
 Conference Date: _____

Topic of Conference and Purpose for Attending: (Relationship to NYS Standards and District Initiatives)

How would you rate the value of the content from this conference for yourself and your colleagues? (A rating of 5 being exemplary).

1 2 3 4 5

How easily could you apply strategies learned at this conference to your classroom program to enhance student learning?

1 2 3 4 5

Would you recommend this conference to your colleagues? Yes No Why?

How would you suggest sharing-out information, materials etc. from this conference with your colleagues?

Please share/attach a list of any resources and/or materials provided or suggested at the conference that you feel should be reviewed and considered for possibly enhancing our existing programming.

APPENDIX A**Part 100 Regulations
Section 100.2 Subdivision dd.****a. Professional development.**

1. Requirement.

- i. By September 1, 2000, and annually by September 1st of each school year thereafter, each school district and board of cooperative educational services (BOCES) shall adopt a professional development plan that meets the content requirements prescribed in paragraph (2) of this subdivision. The purpose of the plan shall be to improve the quality of teaching and learning 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. The plan shall also ensure that holders of level III teaching assistants certificates and that substitute teachers who work on a long-term basis, as defined in section 80-5.4 of this Title, are provided the opportunity to participate in the professional development program of the district or BOCES.
 - ii. Such professional development plan may be a part of a comprehensive education plan of the district or BOCES, provided that the professional development plan meets all of the requirements of this subdivision, including the requirements related to collaboration with the professional development team in the development of the plan as prescribed in paragraph (3) of this subdivision, or may be a free-standing plan of the district or BOCES.
 - iii. A school district or BOCES shall include as part of its professional development plan a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.
2. Content of the plan. The professional development plan shall be structured in a format consistent with commissioner's guidelines and shall include:
- i. a needs analysis, and goals, objectives, strategies, activities and evaluation standards for professional development in the school district or BOCES;
 - ii. a description of:
 - a. how the school districts or BOCES provide all teachers they employ substantial professional development opportunities directly related to student learning needs as identified in the school district or BOCES report card and other sources as determined by the school district or BOCES. For plans covering the time period, February 2, 2004 and thereafter, each school district or BOCES shall describe in its plan how it will provide teachers it employs holding a professional certificate with opportunities to maintain such certificates in good standing based upon successfully completing 175 hours of professional development every five years as prescribed in Part 80 of this Title;

- b. teachers' expected participation in professional development, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional development in the school year covered by the plan;
 - c. the alignment of professional development with New York standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities;
 - d. the articulation of professional development across grade levels;
 - e. the efforts made to ensure that professional development is continuous and sustained and that the methods and approaches for delivering professional development have been shown to be effective; and
 - f. the manner in which the school district or BOCES will measure the impact of professional development on student achievement and teachers' practices.
- iii. provision for the training of employees holding a teaching certificate or license in the classroom teaching service, school service, or administrative and supervisory service in school violence prevention and intervention. Each such employee shall be required to complete at least one training course in school violence prevention and intervention, which 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 of the employee who successfully completes such training course, the school district or board of cooperative educational services shall provide the employee with a certificate of completion attesting to the completion of the two clock hours of training in school violence prevention and intervention; and
- iv. for plans covering the time period, February 2, 2004 and thereafter, provision for a mentoring program.
- a. The purpose of the mentoring program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.
 - b. The professional development plan shall describe how the school district or BOCES will provide a mentoring program for teachers in the classroom teaching service who must participate in a mentoring program to meet the teaching experience requirement for the professional certificate, as prescribed in section 80-3.4 of this Title.
 - c. The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by article 14 of the Civil Service Law, provided that nothing herein shall be construed to impose a collective bargaining obligation that is not required by article 14 of the Civil Service Law.
 - d. The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a

reasonable question as to the new teacher's moral character; or unless the school district or BOCES has entered into an agreement, negotiated pursuant to article 14 of the Civil Service Law whose terms are in effect, that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

- e. The professional development plan shall describe the following elements of the mentoring program:
 1. the procedure for selecting mentors, which shall be published and made available to staff of the school district or BOCES and upon request to members of the public;
 2. the role of mentors, which shall include but not be limited to providing guidance and support to the new teacher;
 3. the preparation of mentors, which may include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology;
 4. types of mentoring activities, which may include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture; and
 5. time allotted for mentoring, which may include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher from a portion of their instructional and/or noninstructional duties, and providing time for mentoring during superintendent conference days, before and after the school day, and during summer orientation sessions.

3. Development and adoption of the plan.

- i. The requirement in this subparagraph shall be applicable to all BOCES and school districts, except the City School District of the City of New York. The requirements of subparagraph (ii) of this paragraph shall be applicable to the City School District of the City of New York.
 - a. The plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (b) of this subparagraph. The board of education or BOCES shall appoint the members of the team, a majority of which shall be teachers, which shall include the superintendent of schools or his or her designee in the case of school districts or the district superintendent or his or her designee in the case of BOCES; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district or in their absence, by the superintendent in the case of a school district or district superintendent in the case of a BOCES; and one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by the district or teachers' collective bargaining organization or both. In addition, the team shall include at least one representative of a higher education institution, provided that the board of education or BOCES determines that a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large. In school districts or BOCES in which teachers or administrators are not

represented by a collective bargaining organization, teachers or administrators shall be designated by their peers in a manner prescribed by the board of education or BOCES.

- b. Notwithstanding the requirements of clause (a) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to subdivision (p) of this section, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (a) of this subparagraph, but shall instead be recommended by the superintendent of the school district for appointment by the board of education.
 - c. The board of education or BOCES shall permit the professional development team a period of at least 180 days to develop its recommended professional development plan and shall convene such team on or before October 1st, except that for the 1999-2000 school year, such team shall be convened by October 8, 1999.
 - d. Such team shall submit to the board of education or to the BOCES a recommended professional development plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1st, and the board of education or BOCES shall act on the plan by June 30th. The final determination on the content of the professional development plan shall be the determination of the board of education or BOCES.
 - e. The professional development plan shall be adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional development team shall be required to review the plan on an annual basis, and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions.
- ii. The requirements of this subparagraph shall be applicable to the City School District of the City of New York.
- a. Each community school district, high school division, special education division and the chancellor's district shall have a professional development plan.
 - b. Each plan shall be developed through collaboration with a professional development team. The team members shall be designated for appointment in the manner prescribed in this clause, except as prescribed in clause (c) of this subparagraph. In the case of a community school district, the board of education of the community school district shall appoint the members of the team for the community school district. In the case of a high school division, special education division, and the chancellor's district, the Chancellor of the City School District of the City of New York shall appoint the members of the team. The team, a majority of which shall be teachers, shall include the superintendent of the district for which the team was formed or his or her designee; school administrators upon designation by the administrators' collective bargaining organization; teachers upon designation by the teachers' collective bargaining organization; at least one parent upon designation by the established parent groups in the district, or, in their absence, by the chancellor in the case of a high school division, a special education division or a chancellor's district, or by the board of education of the community school district in

the case of a community school district; one or more curriculum specialists, meaning a teacher or administrator whose primary job responsibility involves the development or evaluation of curricula, upon designation by either or both the teachers' collective bargaining organization, or by the chancellor in the case of a high school division, a special education division or a chancellor's district, or by the board of education of the community school district in the case of a community school district. In addition, the team shall include at least one representative of a higher education institution, provided a qualified candidate is available to serve after conducting a reasonable search. The team may include other individuals, such as representatives of professional development organizations or the community at large.

- c. Notwithstanding the requirements of clause (b) of this subparagraph, members of the professional development team employed in or representing a school under registration review, pursuant to subdivision (p) of this section, including but not limited to teachers, administrators, curriculum specialists and parents, shall not be designated for appointment as prescribed in clause (b) of this subparagraph but shall instead be recommended by the chancellor for appointment by the board of education of the community school district in the case of community school districts, and appointed by the chancellor without being designated by any other party in the case of high school divisions, special education divisions and the chancellor's district.
- d. In the case of high school divisions, special education divisions and the chancellor's district, the chancellor shall convene the professional development team on or before October 1st, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The chancellor shall permit the team a period of 180 days to develop its recommended professional development plan. Such team shall submit to the chancellor a recommended professional development plan by a date specified by the chancellor. The chancellor may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the chancellor shall be returned to the team for further consideration. Any subsequent modification in the professional development team's recommendation to the chancellor shall be presented to the chancellor on or before June 1st, and the chancellor shall act on the plan by June 30th. The final determination on the content of the professional development plan shall be the determination of the chancellor, in accordance with Education Law, section 2590-h(14). In the event that the team does not make a recommendation to the chancellor by the date specified by the chancellor, the chancellor may promulgate a professional development plan without such recommendation.
- e. In the case of community school districts, each board of education of the community school district shall submit to the Chancellor of the City School District of the City of New York a recommended professional development plan by a date specified by the chancellor. Such professional development plan shall be developed through collaboration with the community school district's professional development team. Each board of education of a community school district shall convene its professional development team on or before October 1st, except for the 1999-2000 school year when such team shall be convened by October 8, 1999. The board of education of the community school district shall permit its professional development team a period of at least 180 days to develop its recommendations for the professional development plan. Such team shall submit to the board its recommended professional development plan by a date specified by the board. Components of the plan not accepted by the board of education of the community school district shall be returned to the team for further consideration and submitted to the board by a date specified by the board. The board of education of the community school district may accept or reject the recommendations in whole or

part. The board shall adopt final recommendations for the district's professional development plan for submission to the chancellor. The chancellor may accept or reject the recommendations of the board of education of the community school district in whole or part. Components of the plan not approved by the chancellor shall be returned to the board of education of the community school district for further consideration. Any subsequent modification in the board's recommendation to the chancellor shall be presented to the chancellor on or before June 1st, and the chancellor shall act on the plan by June 30th. The final determination on the content of the professional development plan shall be the determination of the chancellor, in accordance with Education Law, section 2590-h(14). In the event that the board of education of the community school district does not make a recommendation to the chancellor by the date specified by the chancellor, the chancellor may promulgate a professional development plan without such recommendation.

- f. Each year, the chancellor shall evaluate the effectiveness of the plan for each district. The chancellor shall promulgate a multi-year or an annual plan for each district, provided that in the case of a multi-year plan for a high school division, special education division and the chancellor's district, such district's professional development team shall be required to review the plan on an annual basis; and in the case of a multi-year plan for a community school district, the board of education of the community school district shall be required to review the plan on an annual basis in collaboration with its professional development team. Such districts shall submit to the chancellor recommended revisions, if necessary. The chancellor shall determine whether to approve the recommended revisions.

4. Reporting requirement.

i. Professional development plan.

- a. Each year, the superintendent of a school district, the district superintendent of a BOCES, and in the case of the City School District of the City of New York, the Chancellor, shall be required to certify to the commissioner, in a form and on a timetable prescribed by the commissioner, that:
 - 1. the requirements of this subdivision to have a professional development plan for the succeeding school year have been met; and
 - 2. the school district or BOCES has complied with the professional development plan applicable to the current school year.
- b. The commissioner may request a copy of the professional development plan for review and may recommend changes to the plan to meet the learning needs of the students in the school district or BOCES.

- ii. Professional development. School districts and BOCES shall report to the department in a form and a timetable prescribed by the department, information concerning the completion of professional development for regularly employed certificate holders, who are subject to the professional development requirement prescribed in section 80-3.6 of this Title. Prior to reporting such information to the department, the school district or BOCES shall be required to consult with the certificate holder to verify the accuracy of the information. For purposes of this reporting requirement, regularly employed certificate holders shall mean certificate holders who are employed by the school district or BOCES in a position requiring teaching certification for 90 days or more in the July 1st through June 30th professional development year, prescribed in section 80-3.6 of this Title. In the case of the City School District of the City of New York, the 90 days or more of employment shall include the combined number of days employed in a position requiring teaching certification at any of its components, including but not limited to community school districts, high school divisions, special education divisions, and the Chancellor's district, in the professional

development year. In computing the number of days employed, a day of employment shall include a day actually worked in whole or in part or a day not actually worked by a day paid.

5. Recordkeeping requirements.
 - i. School districts and BOCES shall be required to maintain a record of professional development successfully completed by certificate holders, who are subject to the professional development requirement prescribed in section 80-3.6 of this Title, and who take professional development offered by the school district or BOCES or by entities on behalf of the school district or BOCES. Such record shall include: the name of the professional certificate holder, his or her teacher certification identification number, the title of the program, the number of hours completed, and the date and location of the program. Such record shall be retained by the school district or BOCES for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review by the department.
 - ii. School districts and BOCES shall maintain documentation of the implementation of the mentoring program described in the professional development plan. Such documentation shall include for each individual receiving mentoring pursuant to the mentoring program: the name of that individual, his or her teacher certificate identification number, the type of mentoring activity, the number of clock hours successfully completed in the mentoring activity, and the name and the teacher certificate identification number of the individual who provided the mentoring. Such record shall be maintained by the school district or BOCES for at least seven years from the date of completion of the mentoring activity and shall be available for review by the department.
6. Notwithstanding the requirements of this subdivision, participation in professional development outside the regular school day or regularly scheduled working days of the school year shall be volitional for teachers, unless otherwise agreed upon as a term or condition of employment pursuant to collective bargaining under article 14 of the Civil Service Law.
7. Variance. A variance shall be granted from a requirement of this subdivision, upon a finding by the commissioner that a school district or BOCES has executed prior to October 7, 1999 an agreement negotiated pursuant to article 14 of the Civil Service Law, whose terms continue in effect and are inconsistent with such requirement.