



Wantagh Union Free School District

Wantagh, New York 11793

PROFESSIONAL LEARNING PLAN 2021-2026

WUFSD - Professional Learning Plan

Introduction

In accordance with State regulations and guidelines, this plan offers the capacity for the ongoing improvement of the quality of teaching and learning by providing opportunities for teachers to participate in substantial professional learning throughout their educational career. These opportunities for growth will ensure that all teachers have access to research based best practices in learning and teaching.

The teachers and administrators of the Wantagh School District are committed to improving the quality of teaching to meet the needs of all students in our district. The members of the professional staff recognize that varied, on-going, and sustained professional development and professional learning communities provide a critical foundation for the implementation of state learning standards and effective pedagogy. As such the Professional Learning Plan supports the district's mission statement which states:

Through a commitment to educational excellence in a secure, supportive environment, the Wantagh Public Schools shall inspire students to develop a strong sense of individual worth and respect for others, to become lifelong learners and independent thinkers and to fulfill themselves as concerned responsible citizens in a diverse world.

Composition of Professional Learning Team

The Wantagh Public School District's Professional Learning Plan is the culmination of the work by the district-wide Professional Learning Committee.

Since the Wantagh Union Free School District is composed of five schools (three elementary schools, one middle school, and one high school), teachers and administrators at all levels are represented. As a result, the Professional Learning Team consists of:

- Executive Director for Curriculum and Instruction K-12
- Directors & Supervisors
- Principals
- Assistant Principals
- Teacher Representatives
- School Support Personnel
- Parent Representatives

Needs/Data Analysis for the Professional Learning Plan

Identification of needs and equity in support across the five buildings is supported by the Professional Learning Team by:

- The distribution of a needs assessment survey at the start of school year, to all instructional constituencies, to identify short and long term needs and provide important feedback for future planning.
- A Professional Development Committee reviews all conference and workshop proposals to ensure that attended programs are aligned to best practices and supported by current Board of Education goals. The committee review process also provides equity in distribution of professional development funding.

WUFSD - Professional Learning Plan

- There are multiple levels of Professional Learning Communities established between and amongst: district administration, building administration, teachers, support staff, and a parent committee to ensure that ongoing professional learning opportunities are provided, assessed, and adjusted each year.

The professional learning plan was constructed based upon district goals and student and teacher needs as defined by the New York State Learning Standards.

A digital survey tool will be administered to the instructional staff each year. Based upon the needs reported by this survey, courses and professional growth opportunities will be developed. Ongoing evaluation of programs and courses will provide feedback with respect to goal attainment.

Improving academic achievement by all students has been the central goal for defining training needs in all aspects of the standards. Congruence between student and staff needs, as well as district goals and objectives, are used to determine plan priorities. The primary goal of the plan is to improve student performance and teacher practice.

Needs are continually identified and professional development is customized based upon levels of need and knowledge. Initial levels of expertise are identified and training is constructed to address each level on an annual basis. Short and long term goals are created based upon the individual's assessment of skill level and proficiency. Professional development is periodically repeated to address the professional learning needs of new personnel or to provide updates to veteran teachers.

Professional Learning Opportunities

Overall the Wantagh School District generally provides all teachers with a substantial amount (minimally 35 hours) of opportunities for professional growth per year. Throughout the school year, there are a number of opportunities for professional growth that count towards CTLE that vary in hours, topics audience, timeline, and resources depending on state standards initiatives, district initiatives, district annual goals, and educator needs (determined by annual needs assessment). These include:

- Content Based Professional Learning Communities (Content)
- EdCamp - Sharing of Best Practices (Content Area, Pedagogy, and/or Language Acquisition)
- Collegial Circles (Content, Pedagogy, and/or ELL)
- Committee Work (Content, Pedagogy, and/or ELL)
- Team/Grade/Subject Level Collegial Planning (Content Area, Pedagogy, and/or Language Acquisition)
- Multi Tier Systems of Support for Intervention (Content Area, Pedagogy, and/or Language Acquisition)
- Monday PD Workshops (Content Area, Pedagogy, and/or Language Acquisition)
- Action Plan Design (Content Area, Pedagogy, and/or Language Acquisition)
- TurnKey Training (Content Area, Pedagogy, and/or Language Acquisition)
- Mentor Programs (Pedagogy)
- Action Research Projects (Content Area, Pedagogy, and/or Language Acquisition)
- Intervistations (Pedagogy)
- Best Practice Research and Design (Content Area, Pedagogy, and/or Language Acquisition)
- Instructional Technology Implementation (Pedagogy)

WUFSD - Professional Learning Plan

Office of Curriculum and Instruction CTLE Hours

Teacher's, administrators and other certified staff are offered professional learning opportunities, listed above, through the Office of Curriculum and Instruction.

CTLE offerings are conducted during the school day, before/after school, weekends, and over the summer from one to seven hours depending on district/administrators/educators objectives and needs and offered to both the elementary and secondary levels.

The district must provide a certificate of completion, see Appendix A, that indicates the amount of CTLE hours earned for the individual to keep on file for proof of completion.

Outside Sponsors

Those in need of CTLE hours may seek out professional learning opportunities from a variety of outside sponsors, including but not limited to: Wantagh-Seafood Teacher Center, NYSUT, BOCES, local universities and other educational providers. These sites must inform teacher's, administrators and other certified staff that they have been approved for CTLE credit based on Appendix B. The provider must provide a certificate of completion that indicates the amount of CTLE hours earned for the individual to keep on file for proof of completion.

Selection of Courses

Once a course is chosen, teachers must submit a course approval form through the web-based program My Learning Plan. If the course includes funding, the course must first be approved by the Professional Development Committee. All courses must be approved by the department supervisor or director (if applicable), the building principal, and the Executive Director for Curriculum and Instruction. Total hours will be maintained and each teacher will be able to access his or her professional portfolio. In the event that enrollment is insufficient for a district-sponsored course, the course may be canceled, regardless of prior approval.

CTLE Descriptors

- ❖ Participants will gain knowledge, skill and have the opportunity to **collaborate to improve instruction.**
- ❖ Participants will gain knowledge, skill and have the opportunity to **collaborate to improve student achievement.**
- ❖ Participants will gain knowledge and skill to meet the **diverse needs of all students**, including **English language learners.**
- ❖ Participants will gain the knowledge and skill to create safe, secure, supportive and **equitable learning environments** for all students.
- ❖ Participants will gain the knowledge, skill and have the opportunity to **collaborate with parents, family members and other community members.**
- ❖ The workshop presenter uses **disaggregated data and other evidence of student learning** to develop the workshop goals.

WUFSD - Professional Learning Plan

- ❖ The workshop promotes **technological literacy** and promotes the effective use of appropriate technology.
- ❖ The workshop expands educators' **content knowledge**.
- ❖ The workshop provides participants with the knowledge and skills necessary to provide rigorous, **developmentally appropriate instructional strategies** and assesses student progress.
- ❖ The workshop uses **research-based strategies**.

District Mentor Program

Mentoring is ongoing with a veteran teacher in a new teachers building all year long.

The mentor-teacher relationship should be a risk-free learning environment that is non-judgmental and confidential. Confidentiality invites honesty, risk taking, and self-reflection, all characteristics of outstanding and successful teachers. Mentors WILL NOT share any evaluative or judgmental information with anyone, especially the people who evaluate new teachers.

Here are a few possible mentor-mentee activities that could take place during the school year:

- Work together to *reflect* on practice for the purpose of growth and development.
- Discuss and practice *effective communication* with parents and administration to support students.
- Share ideas and resources to *organize* classrooms, daily plans, and secure needed supplies or materials.
- Share ideas and resources to build *relationships* that solidify trust in the belief that all students can succeed to the best of their ability.
- *Model* and conduct demonstration lessons.
- Network with colleagues that can provide a *support system* throughout the school year.
- Provide guidance and emotional support as needed.

Mentors will receive 15 hours of CTLE credit at the culmination of their mentor/mentee experience. Please note: Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period.

New Teachers are offered the option of attending 15 hours of CTLE credit upon completion of our New Teacher Workshops, these workshops do not include training mandated for employment, and are designed to provide New Teachers with best pedagogical practices. These workshops are designed based on three factors researchers have found to be critical for ensuring educator growth and success (edutopia, 2015):

- Effective Partnership Between Teachers and Administrators
- Job-Embedded Professional Development
- Professional Learning Communities

Record Keeping Responsibilities

As an approved sponsor of CTLE the district will issue certificates of completion and maintain records for all CTLE activities offered by the district in My Learning Plan from date of completion. The educator is

WUFSD - Professional Learning Plan

responsible for maintaining records of certificates obtained from the Office of Curriculum and Instruction and outside sponsors for proof of completion three years from the end of the registration period in which the CTLE was completed and be available for review by NYSED upon request.

Currently less than 1% of our student population are ELL learners exempting our district from the mandated 15 hour requirement.

Wantagh Union Free School District Professional Development Plan Attachment I: Needs Assessment Sources Used

The following sources are used to identify the district's needs:

- Teacher surveys
- Curriculum surveys
- New York State School Report Card
- BEDS Data
- Highly Qualified Teachers (NCLB Requirements for Certification)
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- APPR Data
- Average Yearly Progress Reports (AYP)
- State benchmarks for student performance
- Other progress monitoring tools
- Intervention reflection and adjustment
- Longitudinal data
- Special education referrals
- Graduation and drop-out rates
- Student needs/interests
- Retention rates
- Discipline referrals
- Confidential student information
- Teacher self-assessment
- Teacher turnover rate

WUFSD - Professional Learning Plan

Attachment II: Needs Assessment Prioritizing

Student Performance Issues	Teacher Content/Practice Need(s)	District Goal
<i>Students of all abilities need to perform at high levels of achievement.</i>	<ul style="list-style-type: none"> • Differentiated instruction • ABA Training • Instruction Technology Integration • MTSS • Advanced classroom management strategies • SEL • Modalities of instruction 	<ul style="list-style-type: none"> • Maximize individual worth • Foster independence and self-reliance • Become masters of problem-solving, decision-making and critical thinking • Create concerned, responsible citizens in a diverse world • Fulfill individual potential
<i>Students will utilize reading and writing strategies for fiction and non-fiction across the curriculum.</i>	<ul style="list-style-type: none"> • Foundations • Common Language - teach ELA strategies across the curriculum (listening, reading, speaking, and writing) • Broaden understanding of writing strategies across curricular areas 	<ul style="list-style-type: none"> • Create concerned, responsible citizens for a diverse world • Create literate individuals
<i>Students will develop technological skills.</i>	<ul style="list-style-type: none"> • Continue multilevel technology training and content integration by providing staff development in technology skills, enhancing teaching styles and productivity • Use technology to address skills across the curriculum 	<ul style="list-style-type: none"> • Utilize technology effectively • Access information and develop 21st century workplace skills • Foster independence and self-reliance • Become masters of problem-solving, decision-making and critical thinking • Create concerned, responsible citizens for a diverse world

WUFSD - Professional Learning Plan

Attachment III: District Resources

The following resources will be used to implement the Professional Development Plan:

Fiscal Resources:

- District budget
- District Professional Development Fund
- District Mentoring Program Grant (when available)

Staff Resources:

- Curriculum developers/writers
- Content specialists
- Exemplary teachers/administrators

Community:

- Major local employers
- Community-based organizations (Wantagh Foundation for Educational Excellence)
- Parents (Parent-Teacher Associations, 6-12, SEPTA)

WUFSD - Professional Learning Plan

Wantagh Union Free School District Professional Development Plan

Attachment IV: Implementation Plan

Objective	Facilitator	Implementation Strategies	Opportunities	Method of Evaluation
<i>To meet the needs of all learners.</i>	Director of Pupil Personnel Building Principals Supervisors / Directors Teachers	Differentiated learning strategies MTSS Modalities of Instruction	Release Time <ul style="list-style-type: none"> • Summer • Fall • Spring • Before and after school workshops • Evenings • Weekends • Staff Development Days 	Classroom observations Surveys State Test Scores Student data CSE and Annual Reviews Progress Monitoring Intervention Logs
<i>To infuse reading and writing strategies into every content area.</i>	Director of Pupil Personnel Building Principals Supervisors / Directors Teachers Outside Consultants	Phonics Programs Readers Writers Workshop Model Curriculum Revision MTSS	Release Time <ul style="list-style-type: none"> • Summer • Fall • Spring • Before and after school workshops • Evenings • Weekends • Staff Development Day 	Classroom observations Surveys State Test Scores Student data CSE and Annual Reviews Progress Monitoring Intervention Logs
<i>To integrate technology and computer software into the curriculum and classroom instruction</i>	Director of Technology Building Principals Supervisors / Directors Instructional Technology Coaches Teachers	Implementation of Technology Plan	Release Time <ul style="list-style-type: none"> • Summer • Fall • Spring • Before and after school workshops • Evenings • Weekend • Staff Development Day 	Classroom observations Surveys Review of Classroom Management Systems

School District:Wantagh Union Free School District

BEDS Code:2802-23-03-0000

WUFSD - Professional Learning Plan

Professional Learning Plan - Statement of Assurances

The Superintendent certifies that:

Planning, implementation and evaluation of the Professional Development Plan were conducted by a professional development team that include :

- Assistant Superintendent for Instruction
- Directors & Supervisors
- Principals
- Assistant Principals
- Teacher Representatives
- School Support Personnel
- Parent Representative

The plan focuses on improving student performance and teacher practice as identified through data analysis.

The plan describes professional development that:

- is aligned with state content and student performance standards;
- is articulated within and across grade levels;
- is continuous and sustained;
- indicates how classroom instruction and teacher practice will be improved and assessed;
- indicates how each teacher in the district will participate, and;
- reflects congruence between student and teacher needs and district goals and objectives.

The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date:

WUFSD - Professional Learning Plan

APPENDIX A

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Teaching Initiatives
89 Washington Avenue
Albany, New York 12234
www.highered.nysed.gov/tcert

Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate


All CTLE must be completed with Approved Sponsors and be reported using this form in addition to any electronic reporting requirements.

Instructions for the Trainee:

Please complete Section I and retain your copies for eight years. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested in the event of an audit or for use in obtaining an Initial Reissuance. **A separate form must be completed for each training.**

Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years.

Section I:			
First Name:	Last Name:	Middle Initial:	
Date of Birth:	Last 4 Digits of the Social Security Number:		
Section II			
Name of Venue:			
Street Address:	City:	State:	Zip Code:
CTLE Activity Title:			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning			
CTLE Date: _____ (mm) (dd) (yyyy)		Number of hours awarded _____	
Section III			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: <u>Wantagh School District Office of Curriculum and Instruction</u>			
Print Name of Authorized Certifying Officer : <u>Carol-Ann Winans Executive Director of Curriculum and Instruction</u>			
Signature of Authorized Certifying Officer: 			
Approved Provider Identification Number: <u>843</u>		Date: _____	
11			
Email: <u>winansc@wantaghschools.org</u>		Phone #: <u>516-765-4130</u>	

WUFSD - Professional Learning Plan

Electronic Certificate



The certifies that _____
(DOB:00/00/0000, SSN:0000)
has successfully completed the following course/activity:

_____ - Hours

I certify that the individual listed completed the CTLE cited pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.

Carol-Ann Winans
Executive Director of Curriculum and Instruction

Printed on 00/00/0000

Wantagh School District - Approved Provider Identification # 843

3301 Beltagh Avenue, Wantagh, NY 11793

516-765-4130

APPENDIX B

Continuing Teacher and Leader Education (CTLE) Sponsor Checklist for Paper Applications

PLEASE CHECK THAT THESE ITEMS ARE ENCLOSED WITH THE APPLICATION:

☐ Application fee of \$600 is made payable to the NYS Education Department. The Department will accept money orders and certified checks, but cannot process purchase orders or vouchers. **Applications cannot be reviewed without the appropriate fee.**

☐ Copy of Charter or Certificate of Incorporation

☐ Statement describing the organization's primary purpose or mission and a description of any secondary purpose

☐ Sample CTLE Activity and all relevant documents

☐ Description of the organization's procedures to identify, design and evaluate CTLE activities

☐ Organization's procedures and criteria for selecting instructors

☐ Description of the organization's procedures to evaluate effectiveness

☐ Plan to maintain records

☐ Financial resources documents

☐ Completed CTLE Sponsor Application form, signed by an authorized official

☐ Signed Sponsor Agreement

Submit completed Applications for Approval, including the fee of \$600 made payable to the New York State Education Department to:

**New York State Education Department
Office of Teaching Initiatives
89 Washington Avenue
Albany, NY 12234
Attn: CTLE Sponsor Unit**

WUFSD - Professional Learning Plan



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK /
ALBANY, NY 12234

Office of Teaching Initiatives
89 Washington Avenue
Phone: (518) 474-4661
Fax: (518) 473-0271

Application for Approval as a Continuing Teacher and Leader Education (CTLE) Sponsor for Holders of Classroom Teacher and School Leader Professional and Level III Teaching Assistant Certificates

Instructions: Complete this application and submit the entire form, the sponsor agreement, along with the \$600 application fee and any required information to the Office of Teaching Initiatives at the address listed at the end of this form. Make a check or money order payable to the New York State Education Department (SED). By submitting this form, the organization/individual agrees that this fee is for evaluation and consideration, not approval, of the application and is non-refundable. Applications should be submitted at least 90 days prior to the date on which continuing education programs will begin. NOTE: When issued, approvals are for a five-year period.

Sponsor Information

Courses will be offered to (check all that apply):

- ☐ Professional Classroom Teacher Certificate Holders
- ☐ Professional School Leader Certificate Holders
- ☐ Level III Teaching Assistant Certificate Holders

Name of Organization/Individual: _____

Mailing Address: _____

Contact Person: _____

Telephone Number for Contact Person: _____

E-mail Address for Contact Person: _____

Requested start date of approval: _____

Please indicate whether the organization/individual is approved to provide continuing education programs in areas other than teaching within New York State and/or other jurisdictions of the United States.

- ☐ Yes
- ☐ No

If yes, please list programs / areas / states / jurisdictions.

WUFSD - Professional Learning Plan

Has any jurisdiction denied, restricted or terminated your authorization to provide continuing education or professional development?

☐ Yes

☐ No

If yes, please explain, identifying the jurisdiction and contact person (attach additional sheets if necessary).

Each item below is a section required by SED for approval as a Continuing Teacher and Leader Education (CTLE) Sponsor as set forth in Subpart 80-6.10 of the Regulations of the Commissioner of Education. To demonstrate that the organization meets the requirements for an approved sponsor, please provide the information requested below.

Section 1 - Organization

Applicant is an organized educational entity or entity that has expertise in the area of Classroom Teaching, School Leadership and/or Level III Teaching Assistants.

1. The organization indicated above is (check one):

☐ a national/state teacher organization or other professional organization, including specialty boards

☐ a national organization of jurisdictional boards of education

☐ an out of state higher education institution

☐ a national, state or local government agency

☐ other (describe below):

2. Attach a copy of the charter or certificate of incorporation for the organization.

Section 2 - CTLE Activities

CTLE activities must be offered in appropriate subject areas, as defined in law and regulation.

3. Attach a statement describing the organization's primary purpose or mission and a description of any secondary purpose.

Include a statement of the goals of the organization's continuing teacher and leader education program. Sponsors must offer rigorous CTLE activities in the areas of pedagogy, content, or English language learning, as identified in section 80-6 of the Commissioner's Regulations. Any continuing education designed for the sole purpose of personal development, marketing, business practices, and maximizing profits for schools or school personnel will not be considered by SED as acceptable CTLE activities.

1. Submit a sample CTLE activity. The submission should include:

a. the CTLE activity's title, description and outline,

WUFSD - Professional Learning Plan

- b. subject/topic of the CTLE activity, learning objectives and its target audience (classroom teachers, school leaders, teaching assistants or any combination of these)
 - c. names, curriculum vitae and qualifications of the presenter(s) for each lecture or subject/topic
 - d. a course syllabus and copies of any handouts or materials
 - e. costs, refund policies, cancellation policies and proposed location(s)
 - f. a description of the teaching methods to be used
 - g. advertising materials, brochures and/or information about how the CTLE activity will be marketed and
 - h. the length of the CTLE activity in contact hours.
2. Submit a description of the organization's procedures to identify, design, and evaluate CTLE activities before you offer them.
3. Submit a description of the organization's procedures and methods to evaluate the effectiveness and overall quality of your CTLE activities, including the role of participants in the evaluation process and the basis on which CTLE activities are updated, modified or discontinued.

Section 3 - Instructors

Instructors are qualified to teach the CTLE activities which will be offered

1. Attach a description of the organization's procedures and criteria for selecting instructors and describe the organization's procedures and criteria for evaluating instructors' performance. This should include how the instructor demonstrates his or her qualifications to conduct the CTLE activities, degree(s) required, licensure/certification required, teaching experience required and any other requirements.

Section 4 - Assessment of Learning

Sponsor has a method of assessing the learning of participants

1. Attach a description of the organization's method(s) of assessing the learning of participants in CTLE activities that: (1) are appropriate to the CTLE activity objectives and educational methods; and (2) measure the extent to which the CTLE activity objectives were accomplished.
2. Attach a copy of course evaluation instrument by which participants will provide feedback and evaluate the CTLE activity and instructor.

Section 5 – Records

Sponsor must maintain records for at least eight years from the date of completion of CTLE activity.

1. Approved sponsors must create and maintain for at least eight years the following records for each CTLE activity:
 - a. the date and location of the CTLE activity
 - b. the name and curriculum vitae of the instructor/presenter
 - c. the objectives and learning methods of the CTLE activity
 - d. the outline of the CTLE activity and the number of CTLE hours awarded
 - e. a summary of any evaluation of the CTLE activity
 - f. copies of all promotional materials used in CTLE activity
 - g. any evaluation of the need for the CTLE activity and
 - h. the list of certified professionals in attendance, including the attendee's first name, last name, last four digits of the attendee's Social Security Number and their dates of birth.

WUFSD - Professional Learning Plan

Section 6 - Resources

Sponsors must have adequate resources to provide CTLE activities.

1. Attach a brief description of the financial base upon which the organization's CTLE activities are funded.
2. Attach a description of all physical resources (e.g., offices, buildings, etc.), administrative organization, employees, student services, and any other resources available to facilitate CTLE objectives

Attestation

The undersigned hereby attests: I am the person duly authorized to act on behalf of the organization/individual applying to be a CTLE sponsor approval, and further, that the organization/individual will comply with the requirements of Section 80-6 of the Commissioner's Regulations. The organization/individual understands that approval, if granted, will be for a five-year period, may be renewed or revoked if NYSED determines that the CTLE sponsor is not meeting standards set forth in Section 80-6 of the Commissioner's Regulations. The applicant has enclosed the required \$600 fee and understands that this fee is for evaluation and consideration, not approval, of the application and is nonrefundable.

Signature

Date

Print Name

Title

Mail this form, the sponsor agreement and the \$600 fee to:

New York State Education Department
Office Teaching Initiatives
Registration Unit
89 Washington Avenue
Albany, NY 12234

Please provide the information you would like to be listed on the approved sponsor listing:

Name: _____

Address: _____

Web Address: _____

Phone: _____

Email: _____

Other: _____

Other: _____

WUFSD - Professional Learning Plan

Continuing Teacher and Leader Education (CTLE)

CTLE Activity Sponsor Agreement

1. The sponsor agrees that the Continuing Teacher and Leader Education (CTLE) activity will cover, as a minimum, the required components of CTLE, pursuant to Section 80-6 of the Regulations of the Commissioner of Education. The sponsor agrees that the activity will be rigorous, current, relevant and appropriate for the professionals in the target audience. The sponsor further agrees to continually update and validate the activity based on emerging research, identified best practices and student feedback.
2. The sponsor ensures that any persons they have hired to teach the CTLE activities have demonstrated by training, education and experience their competence to teach the activity.
3. The sponsor agrees to assume the cost of reproducing any activity-related paperwork. The sponsor further agrees to assume the cost of postage, handling, or any other cost associated with mailing materials to the State Education Department.
4. The sponsor agrees to retain verification of completion (this may be electronic and/or paper records) and copies of all program and promotional materials used for each CTLE activity, for not less than eight years from the date of completion of the activity. These records are subject to review by the Department, and the sponsor agrees to make these records available to the Department or its designee during regular business hours at a specified location. The sponsor agrees to respond to any Department inquiry regarding these records and to notify the Department in advance of any location change of these records prior to the expiration of the five-year period.
5. The sponsor agrees that the Department may review and evaluate the CTLE activities offered which may include site visits, and that the termination of a sponsor's approved status may result if the Department determines that the activities are inadequate, incomplete, or otherwise unsatisfactory.
6. The sponsor agrees that failure to comply with this Agreement, or failure to substantiate the capability to offer CTLE activities, or misrepresentation of requirements or status, may result in the termination of the Sponsor Agreement by the Department.
7. The sponsor agrees that the term of approval as a sponsor is five years. At the expiration of this term, a sponsor may reapply to the State Education Department for approval to continue to offer CTLE activities. The sponsor further agrees that if CTLE activities are discontinued, all paper and electronic records of verification of completion within the five years prior to such discontinuance shall be transferred to the Department, and become property of the Department.
8. The sponsor agrees to upload electronically to a designated site, and in a format prescribed by the State Education Department, within prescribed timeframes, each person's completion of a CTLE activity.
9. The sponsor agrees to comply with Section 80-6.10 of the Regulations of the Commissioner of Education, as follows:

Signature of Authorized Official

Date

Print or Type Name

Title

WUFSD - Professional Learning Plan

80-6.10 Sponsor approval.

(1) Except as otherwise provided in subdivision (e) of this section, the department shall conduct a review of any entity that applies for sponsor approval to offer CTLE under this Subpart.

(2) To be an approved sponsor, each applicant shall submit evidence satisfactory to the department that the applicant:

- (i) has and will maintain adequate resources to offer the course work and training;
- (ii) has and will ensure that faculty who will offer the course work or training have demonstrated their competence to offer the course work or training;
- (iii) certifies in writing that the course work or training will be conducted through use of a curriculum which, at a minimum:
 - (a) will expand educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assesses student progress;
 - (b) is research-based and provides educators with opportunities to analyze, apply, and engage in research;
 - (c) is designed to ensure that educators:
 - (1) have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment;
 - (2) have the knowledge and skill to meet the diverse needs of all students;
 - (3) have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students;
 - (4) have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;
 - (d) 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;
 - (e) promotes technological literacy and facilitates the effective use of all appropriate technology; and
 - (f) evaluates using multiple sources of information to assess its effectiveness in improving professional practice and student learning;
- (iv) certifies, in writing, that certification of completion forms obtained from the department will be issued to students upon completion of the course work or training for their use in documenting satisfaction of the requirement of course work or training for CTLE purposes; and
- (v) certifies, in writing, that it will maintain and produce evidence of completion for all students who complete the course work or training and that it will submit such evidence to the department, in a time and format prescribed by the commissioner.