



**Greenburgh Eleven**  
Union Free School District

## PROFESSIONAL DEVELOPMENT PLAN

175 Walgrove Avenue

Dobbs Ferry, NY. 10522

BEDS Code:            660411020000

Superintendent:       Anthony Gyetua-Danquah

Professional Development Review Team:

Marsha Maddox, Deputy Superintendent  
Dorothy Riolo, Supervisor of Pupil Personnel Services  
Elton Thompson, High School Principal  
Margaret Robstad, Elementary/Middle School Principal  
Dr. Sabrina Hope King, Outside Education Expert (OEE)

Focus Group Members

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Angelo Pozzuto, School Psychologist  
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Michele Kessler, Music Teacher  
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## **INTRODUCTION:**

The purpose of the Professional Development Plan is to provide the necessary guidance to fulfill the requirements of NYS Commissioner's Regulations 80-3.6(b), 100.2(dd) and 100.2(o), New York State Continuing Teacher and Leader Education (CTLE) requirement and the District's policy # 9700.

The professional development plan will support the District's mission and the tenets of the Diagnostic Tools for Schools and District Effectiveness (DTSDE), the District's Comprehensive Improvement Plan (DCIP) and the School Comprehensive Education Plan (SCEP).

The District recognizes that teacher and other professional staff quality is a vital component of ensuring student achievement. Subsequently, it is essential that we provide all staff (Administrators, Teachers, School Counselors, School Psychologists, Teacher Assistants and Associates) with high quality focused, differentiated, job-embedded and on-going professional development to support the teaching and learning process.

Professional development activities will be regularly scheduled, ongoing, and consistent; they will be targeted and relevant to teacher practice and needs; grounded and contextualized within district and building goals and initiatives. The plan will include strategies for implementation that are job-embedded, context specific, results-driven, and sustainable over time. The plan will be reviewed annually by the Professional Development Review Team and adjusted as appropriate.

## **VISION AND MISSION STATEMENTS**

### **Vision Statement:**

Greenburgh Eleven will be an exemplary Special Act District serving the academic, social and emotional needs of all students. The District is committed to preparing students to be college and career ready by using the Common Core State Standards (CCSS) and a systemic approach to teaching behavioral expectations.

### **Mission Statement:**

Greenburgh Eleven has a rigorous program that provides a clear progression in student's academic and behavioral development while transitioning students from a special needs environment to their community schools as productive, responsible students. Greenburgh Eleven is committed to preparing all students to reach their maximum potential by giving them the tools needed to be:

- engaged learners
- productive, responsible, competitive and informed citizens
- lifelong learners and critical thinkers
- confident individuals who understand their self-worth and are socially and emotionally competent

by providing a quality public education aligned with Common Core State Standards through the use of cutting edge technology and innovative teaching techniques through the collaborative efforts of students, educators, parents and the community.

**District Highlights:**

- Experienced, dedicated caring Staff
- Extensive student support services
- Low student to teacher ratio
- Technology (21st Century Tools) in all classrooms
- Therapeutic Learning Environment
- Beautiful, park-like campus
- Differentiated and Data-informed instruction

**Time Allotment**

The district professional development plan supports all teachers, school counselors, school psychologists and school leaders who hold a "Professional" certificate meet the CTLE requirements of professional development every 5 years to maintain the validity of their certificate. It also supports all staff that holds a "Level III" Teaching Assistant certificate to complete the required hours of professional development every 5 years to maintain the validity of their certificate.

The district further recognizes that this standard represents a minimum threshold and encourages all school professionals and support staffs to engage in additional professional development activities. The district driven professional development hours will be provided as follows:

Forum	Number of Planned Opportunities	Number of hours per session	Total Hours
Supt Conference Day	3	6	18.0
1 <sup>st</sup> Wed Faculty Meeting	6	1.5	9.0
Early Release Wed	4	3.25	13.0
Yearly Total			40.0 hrs.
5-year Total			200 hrs.

**NYS Continuing Teacher and Leader Education Requirement**

Continuing Teacher and Leader Education Chapter 56 of the Laws of 2015 also added a new section 3006-a to the Education Law to require, commencing with the 2016-2017 school year, holders of a professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) and holders of a Level III Teaching Assistant certificate who are practicing in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.

Consistent with the current professional development requirements for teachers and school leaders in section 80-3.6 of the Commissioner’s regulations, which are now being repealed, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

- a CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners; and

- for all other CTLE certificate holders a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and
- for a CTLE certificate holder who holds a Level III Teaching Assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

The statute further requires that the CTLE be rigorous and completed through a sponsor approved by the Department. The statute defines CTLE as activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE. Such activities shall promote the professionalism of teaching and be closely aligned to district goals for student performance which meet the standards established by the Department.

The statute also contains a provision which allows adjustments to the 100 hour CTLE requirement to be made by the Department for health reasons, military service or good cause acceptable to the Department which may prevent compliance. In addition, the statute also allows a peer review teacher, or a principal acting as an independent trained evaluator, conducting a classroom observation as part of the teacher evaluation system pursuant to section 3012-d to credit his/her time towards meeting his/her CTLE. The proposed amendment also provides an adjustment to the CTLE requirement for a 5 holder of a teaching certificate who achieves certification from the National Board for Professional Teaching Standards for the registration period in which such certification is achieved, provided that the candidate meets the CTLE requirements in language acquisition, to the extent required. If a certificate holder does not complete the required CTLE within

### **PROFESSIONAL DEVELOPMENT OBJECTIVES:**

The Greenburgh Eleven District professional development activities are:

- To ensure administrators, teachers, teaching assistants, teacher associates and other district staff develop the skills, knowledge, and strategies to enable all students in the District, to meet or exceed the New York State Common Core Standards. Members of the professional staff will incorporate the New York State Common Core State Standards in the subjects that they teach.
- To support administrators, teachers, teaching assistants, teacher associates and other district professionals to effectively implement the common core curriculum, strategies, and approaches learned through professional development.
- To assist administrators, teachers, teaching assistants, and other district professionals in the use of data to improve student achievement.

The district professional development standards provide a blueprint for high quality professional development for all educators to improve instruction and student achievement; and promote and sustain continuous development, growth and examination of practice.

## **PROFESSIONAL DEVELOPMENT PLAN GOALS:**

**Provide opportunities for professionally certified staff to meet** the CTLE requirements of professional development activities every five years.

- 100% of all other professional staff, including administrators, will complete a minimum of thirty-five (35) hours of district sponsored professional development activities per year that will change adult behaviors to improve student achievement.

**Provide opportunities for non-certified staff to complete the CTLE requirements of professional development activities every five years.**

- 100% of the teaching assistants will complete a minimum of fifteen (15) hours of district sponsored professional development per year.
- 100% of the teacher associates and per-diems will complete a minimum of fifteen (15) hours of district sponsored professional development per year.

The District recognizes that this standard represents a minimum threshold and encourages all school professionals and support staff to engage in additional professional development activities on their own through the Teacher Center, BOCES, local colleges and universities as well as from other approved CTLE sponsors.

## **PROFESSIONAL DEVELOPMENT PROCESS:**

The process of professional development in the Greenburgh Eleven District is as follows:

1. **Identify** common district/building goals.
  - Analyze student achievement data: past, present, projected trends
  - Diagnose needs using needs assessment tools.
  - Establish improvement with measurable goals expressed in terms of student outcomes and within the context of the learning standards and the district's mission statement.
2. **Plan** for implementation.
  - Outline flexible and integrated professional development strategies that address the needs as identified through the district/building goals
3. **Implement** professional development strategies.
  - Integrate learning models that provide choice, differentiated learning opportunities, and ongoing support.
4. **Monitor** progress.
  - Collect staff implementation data and student achievement data and impact on changed adult behaviors
5. **Evaluate** impact.
  - Analyze data to determine the extent to which adult behaviors were changed as a result of participating in professional development activities.

## **NEEDS ASSESSMENT:**

Data sources that will be used to drive the needs assessment for professional development in the District will include, but are not limited to, the following:

- School and District Report Card issued by New York State Department of Education
- Violent and Disruptive Incident Report (VADIR)
- Student Performance Results
- Diagnostic Tools for School and District Effectiveness (DTSDE) Review Feedback
- Feedback from District Comprehensive Improvement Plan (DCIP)
- Staff, Students, Parents Survey Data
- Local Assessment Data, including but not limited to
  - STAR Math and ELA
  - Student Learning Objectives (SLO)
  - Scholastic Reading Inventory (SRI)
  - Scholastic Phonics Inventory (SPI)
- Student Discipline Data from SWIS
- Educational research on best practices in learning and teaching
- District Curriculum and Professional Development Committee recommendation
- District Staff Needs Assessment Survey
- Staff self-assessment, using the APPR framework
- Classroom Observation and Walk-through data

These sources will be used by the District to prioritize and develop all professional development initiatives. Other professional development will be provided to meet additional unfunded mandates.

## **PROFESSIONAL DEVELOPMENT STRATEGIES:**

These strategies determine the “when”, “how” and “by whom” of the professional development program in the Greenburgh Eleven District. They include:

<b>Professional Development Strategies</b>	
When	As approved by the Superintendent of schools: <ul style="list-style-type: none"><li>• During School Hours as Professional Development Days and/or Teacher Release Days</li><li>• After School Hours</li><li>• Common planning and conference time during school days</li></ul>

How	<ul style="list-style-type: none"> <li>• Small and large group <ul style="list-style-type: none"> <li>○ Subject level</li> <li>○ Grade level</li> <li>○ Building level</li> <li>○ District level</li> </ul> </li> <li>• Curriculum based</li> <li>• Cross-Curriculum based</li> <li>• Individual Staff</li> <li>• College Courses and Credits</li> </ul>
By Whom	<ul style="list-style-type: none"> <li>• GB11 CTLE</li> <li>• Approved CTLE Sponsor Teacher Centers</li> <li>• Approved CTLE BOCES</li> <li>• Approved Outside Educational Expert (OEE)</li> <li>• Other Approved CTLE Sponsors</li> <li>• SUNY and CUNY Colleges and Universities</li> <li>• Approve CTLE Teacher Centers</li> </ul>

**PROFESSIONAL DEVELOPMENT ACTIVITIES MAY INCLUDE:**

- Vertical and horizontal curriculum alignment and articulation to New York State Common Core Standards and performance indicators
- Best practices for internal assessment
  - Formative
  - Summative
  - Student Learning Objectives
- Analysis of assessment data to support student achievement
  - Standardized assessments
  - Standards-based assessments
  - External assessments
  - Local district assessments
- Instructional best practices to support student achievement
- Therapeutic Crisis Intervention (TCI)
- District, New York State and Federal mandates
- Induction Process for New Staff
- Supervision of Student Teachers
- Conferences and Workshops
- College and In-Service Courses
- Visitations
- Approved Educational Travels
- Mentoring



### **Differentiated Activities**

In addition to the broad organizational Professional Development themes and topics listed above, the district is committed to facilitation of additional professional development activities driven by departments in order to assist in the development of the unique skill sets required by the department. Moreover, professional development will be tailored to individual needs based upon self-assessment, supervisor assessment and or other assessments.

### **THERAPEUTIC CRISIS INTERVENTION:**

The district safety development plan will include district therapeutic crisis intervention training for all staff. All staff involved in the use of restraint will complete at least twenty-four hours of initial training in the TCIS process. Six (6) hours of refresher courses are required annually.

### **TRACKING PROFESSIONAL DEVELOPMENT:**

- A yearly evaluation will be completed to assess whether Greenburgh Eleven is meeting the objectives of the Professional Development Plan.
- All District sponsored professional development activities will be tracked using the District Professional Development Sign-in Sheet(Appendix III)
- All out of district professional development will be tracked using the Out of District Professional Development Tracking Sheet (Appendix IV) or document in Boces “My Learning Plan.”
- All staff members are responsible for keeping track of their own professional development hours using the Continuing Professional Development Tracking Form (Appendix V).
- All staff will document and track the impact of their own professional development using the Professional Development Impact Tracker Form (Appendix VI).
- All District sponsored professional development activities will be evaluated using the Professional Development Evaluation Form (Appendix VII).

### **EFFECTIVENESS AND IMPACT:**

The District will determine the effectiveness and impact of its professional development programs on student learning and improved teacher practices based on the following:

- Improved Student Achievement
  - The number of students meeting and/or exceeding New York State/Common Core Standards
  - Graduation Rates
  - Readiness for College
  - Observed student behaviors
  - Review of student work
- Documented improvement and changes in adult behaviors and practices
  - Adoption of best practices
  - Written unit plans
  - Lesson plans
  - Walk-through data
  - Classroom Observation data
  - Reflection

## APPENDIX I

### **CTLE Sponsor Providers**

New York State professionally certified instructors are required to complete 100 clock hours of professional development activities every 5 years.

**Listed below are examples of Approved CTLE Professional Development Sponsors:**

Type of Activity	Description
Graduate Credit Hours	Approved coursework offered by an accredited college/university
Course Credit Hours	Approved CTLE sponsor professional development activities scheduled outside the work day that are directly related to an individual's current instructional assignment and occur over an extended period of time.
Greenburgh Eleven UFSD (CTLE) sponsor	Professional development activities that are scheduled outside or during the work day, including district committee meetings, grade level meetings and other workshops.
Northern Westchester/ Putnam County Teachers Center (NWPTC)	Professional development activities that are scheduled outside or during the work day and other workshops.
Putnam-Westchester Boces	Professional development activities that are scheduled outside or during the work day and other workshops.
The Edith Winthrop Teacher Center	Professional development activities that are scheduled outside or during the work day and other workshops.
The Teacher Center of Central Westchester	Professional development activities that are scheduled outside or during the work day and other workshops.
Mid-Hudson Regional/ Special Education Technical Assistance Support Center (RSE-TASC)	Professional development activities that are scheduled outside or during the work day and other workshops.
Southern Westchester Boces	Professional development activities that are scheduled outside or during the work day and other workshops.

## List of Independent Consultants for Professional Development

The following consultants will provide professional development/CTLE activities at Greenburgh Eleven UFSD

Consultant Name	Company Name	Description of CTLE Offered
ATAPE Group, LLC	Independent Consultant	<ul style="list-style-type: none"> <li>• The implementation of a teacher professional learning community focused on data analysis</li> <li>• Leadership coaching and partnership on rigorous teaching and learning</li> <li>• Professional development support around culturally relevant and rigorous academic and counseling practice</li> </ul>
Language Arts Fusion LLC	Independent Consultant	<ul style="list-style-type: none"> <li>• Focus on <i>specific</i> sentence, paragraph, and essay structures, and writing skills to be mastered</li> <li>• Demonstration of skills acquired by every student in every subject area</li> <li>• Monthly writing tasks (one or two) to assess targeted structures/skills with assessment rubric scored by instructor. These may range from sentence to paragraph to essay and may include the required monthly writing prompts.</li> <li>• Writing folders to be established and maintained for every student in every subject. This is in line with the district focus on writing across the curriculum. All writing tasks will be placed in the folder and recorded on the enclosed writing record Indicating the date, assignment, focus area, and grade:               <ul style="list-style-type: none"> <li>• subject area assignments</li> <li>• the required monthly school-wide prompt</li> <li>• the required task for targeted assessment of writing skills</li> </ul> </li> </ul>
Expeditionary Learning	Independent Consultant	<ul style="list-style-type: none"> <li>• Craft quality learning targets.</li> <li>• Describe how using learning targets engages and supports students.</li> <li>• Identify strategies for using learning targets and checking for understanding throughout a lesson.</li> <li>• Strategically plan how to use learning targets throughout a lesson.</li> <li>• Identify different types of checking for understanding strategies and when to use them in daily instruction.</li> <li>• Design lessons that enable teachers to immediately respond to student needs.</li> <li>• Give students high-quality, descriptive feedback</li> <li>• Foster a growth mindset in students.</li> </ul>

## APPENDIX II

New York State requires CTLE to be aligned with the following NYS Professional Development standards created by the Professional Standards and Practices Board:

### **The Ten Standards for High Quality Professional Development**

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

\*Taken from New York State Professional Development Standards.

## APPENDIX III



### Greenburgh Eleven UFSD

## Professional Staff Development/Meeting Sign-In Sheet

Committee/Workshop Name/Title:		Date(s):	
Leader/Facilitator/Trainer:		Location:	

Name (Please Print)	Title (T-Teacher) (TA-Teacher Associate) (A-Admin) (O-Other)	Signature	Sign In	Sign Out	For Office Use

## APPENDIX IV



### Out of District Professional Development Tracking Form

Name of Participant (Print): \_\_\_\_\_  
 Name of Conference: \_\_\_\_\_  
 Conference Sponsor/Provider: \_\_\_\_\_  
 Date(s) and Times of Conference: \_\_\_\_\_  
 Location: \_\_\_\_\_

*To ensure accurate recording of the professional development activity, enter the number of days, hours and/or minutes for the conference. If the conference is on multiple topics, divide your attendance into the most appropriate topics below.*

PROFESSIONAL DEVELOPMENT DESCRIPTION	Total Hrs/Mn Exclude lunch/dinner time.
ELA:	
Math:	
Science:	
Social Studies/History:	
Special Area <i>(specify)</i> :	
Student Engagement (Active Learning, Project Based Learning, etc.) <i>(specify)</i> :	
Technology (e.g.: Smart Board, other technology, software, etc.) <i>(specify)</i> :	
Other curriculum, instruction, assessment (e.g.: common core, formative assessments) <i>(specify)</i> :	
Other e.g. Safety and Security (AED/CPR, Exposure Control, Sexual Harassment, School Safety, etc.) <i>(specify)</i> :	

District Administrator/ Principal Signature (Pre-Approval Required)	Date
Staff Participant Signature	Date
Professional Developer/Provider Signature (Attendance Verification Required)	Date

Attach an agenda, conference registration, or other proof of attendance.  
 Submit to the Superintendent Office to ensure you get Professional Development credit.  
 AGD/6/27/2014

# APPENDIX V

## Continuing Teacher and Leader Education (CTLE) Individual Record

Directions: This form is provided for use by individuals holding either a Professional Certificate or a Teaching Assistant Level III certificate. This document will assist CTLE certificate holders with maintaining records of CTLE activities in accordance with certification regulations.

1. Document activities in the table below.
2. Keep "Certificate of Completion" forms and/or other documentation with this record. Documentation must be retained for 8 years.
3. DO NOT submit this form or other CTLE documentation to the Office of Teaching Initiatives, unless it is requested. At the end of your Registration period, you will be asked to attest to meeting or not having met CTLE requirements. This document will assist you with making the proper determination.

Name:		DOB:		Last 4 of SSN:		
Certificate Title(s):						
Five-Year Registration Period (See your TEACH Profile to find the dates of your Registration Period): Begin Date: _____ End Date: _____						
Title of Program	Approved CTLE Sponsor Name	Sponsor Category*	Dates (mm/dd/yyyy)	Location	Content / Pedagogy / Language Acquisition	Clock Hours

\*Sponsor Categories: 1 = Public School; 2 = BOCES; 3 = Teacher Center; 4 = College/University; 5 = "Other NYSED-Approved Sponsor"  
**DO NOT SUBMIT THIS FORM. PLEASE KEEP FOR YOUR OWN RECORDS.**  
 Office of Teaching Initiatives Web site: [www.highered.nysed.gov/tcert/](http://www.highered.nysed.gov/tcert/) E-Mail: [CTLE@nysed.gov](mailto:CTLE@nysed.gov)

**APPENDIX VI**

**Professional Development Impact Tracker**

**Name of Staff:** \_\_\_\_\_ **School Year** \_\_\_\_\_

PD Offering (training, in class coaching, common planning support, other) What did I participate in?	Number of Hours	Self-Assessment of Offering  Assessment: Informative: Y__N__  Not Informative: Y__N__	Self-Assessment of Impact of PD: (i.e.) <i>“I have begun to use x that I                      learned during Common Planning                      or that I learned during the in                      class coaching provided by                      Standards Solution                      And this is the effect my learning                      has had on student achievement:”</i>	Staff Assessment of Additional PD Needs	Building Leader Notes



APPENDIX VII



Professional Development Evaluation Form

**ACTIVITY:** \_\_\_\_\_ **Date:** \_\_\_\_\_

We would like your input on the training session so that we can continue to meet your needs.

1. The most valuable part of this training was...

2. Before this training, I would rate my level of knowledge/understanding of \_\_\_\_\_ PD Activity as:  
(Circle the appropriate number)

Low ←————→ High

1	2	3	4	5	6
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3. After this training, I would rate my level knowledge/understanding of \_\_\_\_\_ PD Activity as:  
(Circle the appropriate number)

Low ←————→ High

1	2	3	4	5	6
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Please complete the boxes below regarding this training:

<i>I came expecting...</i>	<i>I got...</i>
<i>Impact Statement: I plan to...</i>	<i>For future training, I would like...</i>

## APPENDIX VIII

<b>Registration and CTLE Requirements</b>			
Certificate Type	Employment Status	Registration Requirements	Continuing Teacher and Leader Education (CTLE) Requirements
<b>Permanent Certificate Holders</b>			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Professional Certificate Holders</b>			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
<b>Teaching Assistant Certificate Holders</b>			
Level III Teaching Assistant	Practicing in a NYS School District, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five year registration period
Level III Teaching Assistant	NOT practicing in a NYS School District, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Other Certificate Holders</b>			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS School District, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
<b>Individuals employed in NYS Charter, private schools, 853 schools, 4201 schools and 4410 schools are not required under the regulations to choose a registration status of registered or complete CTLE.</b>			