

New York State Education Department 175 and 75 Hour Professional Development Requirement

Those who hold the Professional certification with the New York State Education Department are required to complete 175 hours of professional development every five years and those who hold the Level III Teaching Assistant certificate must complete 75 hours. Your local public school district is the only body that can determine what activities will or will not fulfill professional development requirements.

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 and/or building plan, such as the Comprehensive District Education Plan (CDEP), New York City's District Comprehensive Education Plan (DCEP), the professional development plan (PDP), and/or the comprehensive Education Plan (CEP). 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.**
- Professional development activities/experiences are planned with the NYS Teacher Standards as underpinning.
- Professional development activities/experiences should respond to student achievement data including but not limited to assessment of school work, New York State assessments, School District Report Cards, and one other data related to local teaching and learning needs.
- Professional development is shaped by teaching staff needs, as evidenced by such data as aggregate results of annual professional performance reviews.
- The professional development planning process is dynamic, reflecting teaching staff and student performance benchmarks of increasing rigor as skill levels are attained.
- **Professional development results in a demonstrated increase in teaching staff knowledge and understanding, teaching staff skillfulness, and teaching staff professional values.**

- **Professional development activities/experiences are assessed on an on-going and continuous basis for intended impact. Defensible evaluation tools/methods must be used to determine modifications to planned activities/experiences.**
- Professional development is, to the greatest extent possible, be 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 involve educators in the design and implementation of such opportunities.**

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

- **enhancing 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.