

Oyster Bay, New York 11771

PROFESSIONAL DEVELOPMENT PLAN

DISTRICT NAME: Oyster Bay-East Norwich Central School District
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Years Plan is in Effect: September 2021-June 2024

Composition of Professional Development Team:

- Bridget Diano, Teacher, Vernon School
- Amy Hallock, Teacher, Oyster Bay High School
- Ann McDonald, Teacher, Roosevelt Elementary School
- Lisa Mulhall, Assistant Superintendent for Curriculum, Instruction, & Assessment
- Jennifer Patti, Teacher, Roosevelt Elementary School
- Jami Pugh, Teacher, Vernon School
- Maureen Raynor, Deputy Superintendent
- Charlie Rizzuto, Teacher, Oyster Bay High School
- Meagan Rogus, Teacher, Vernon School
- Laura Seinfeld, Dean, LIU Post College of Education, Information, & Technology
- Valerie Vacchio, Principal, Vernon School

Number of school buildings in district:

One Pre-K-2 Elementary School
One 3 – 6 Elementary School
One 7 – 12 Middle/High School

Date: June 2021

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PROFESSIONAL LEARNING PHILOSOPHY

Professional learning in education is a life-long process that results in positive, long-term change in schools. In this complex process, teachers strive to stay current with new developments in the field, deepen and enhance their instructional knowledge base, and research innovations that promise improvements in the practice of teaching. The underlying philosophy of the professional development model in the Oyster Bay - East Norwich Central School District is "teachers as learners." This district is fully committed to the concept of professional learning as an integral part of our efforts to empower all students.

A successful system of professional learning should encourage continuous inquiry into the practice of teaching by each teacher as a reflective practitioner. Teachers need to know the standards that are used to evaluate instructional practice, but they also need to know the standards of quality that exist in the field. They should be involved in constant reflection for the purpose of learning more about best practice and improving student achievement. When this occurs, teacher development is not only the renewal of teaching, but also the renewal of schools.

Professional learning is the responsibility of all members of the Oyster Bay - East Norwich community. Everyone who affects student learning, including central office administrators, principals, supervisors, classroom teachers, support and special area teachers, teaching assistants, and parents must continually improve their knowledge and skills to ensure student learning. Our staff development experiences provide opportunities for collegiality, collaboration, discovery, and problem solving. These experiences enhance the individual strengths within the faculty to meet the growing challenges of education and maintain the faculty's commitment to excellence.

INTRODUCTION

The mission of professional learning is to prepare and support educators as they help all students to achieve higher standards of learning. It is a process for improving the skills and competencies needed to increase student achievement. Meaningful, productive, and high-quality professional development must focus on individual, collegial, and organizational improvement and must reflect the best available research and practice in teaching, learning, and leadership.

The New York State Board of Regents has raised the academic standards for all students. This movement towards standards-based reform, data-based assessments and accountability has served to emphasize the central role of professional learning and its link to improved student achievement.

The success of professional learning is not determined by how many teachers and administrators participate in staff development or how they perceive its value, but by whether the professional development alters instructional practice in a way that benefits students. The results of several national studies on the importance of professional development have concluded that high-quality professional development focuses on deepening teachers' content knowledge and pedagogical skills; includes opportunities for practice, research, and reflection; is embedded in educators' work; is sustained over time; and is founded on a sense of collegiality and collaboration among teachers and between teachers and principals in solving important problems related to teaching and learning (Sparks, 2002).

The Oyster Bay - East Norwich Central School District is committed to providing high-quality, continuous and sustained professional learning opportunities for teachers and other educational professionals. The District has had a long history of providing substantial professional learning opportunities which have enhanced the knowledge, strategies, practices, and skills necessary to improve student achievement.

PROFESSIONAL LEARNING PLANNING TEAM

The district's mission statement states that "we empower all students." This requires that we make every effort to hire the most qualified, capable professionals, and to provide them with the learning opportunities, assistance, and support necessary to help them to meet the high expectations of the community as well as the needs of all students enrolled in our schools. This statement has served as the scaffold for the work of the Professional Learning Committee.

A committee charged with updating the Professional Learning Plan convened in June 2021. The Oyster Bay – East Norwich Professional Learning Team is comprised of the following members:

- Bridget Diano, Teacher, Vernon School
- Amy Hallock, Teacher, Oyster Bay High School
- Ann McDonald, Teacher, Roosevelt Elementary School
- Lisa Mulhall, Assistant Superintendent for Curriculum, Instruction, & Assessment
- Jennifer Patti, Teacher, Roosevelt Elementary School
- Jami Pugh, Teacher, Vernon School
- Maureen Raynor, Deputy Superintendent
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- Meagan Rogus, Teacher, Vernon School
- Laura Seinfeld, Dean, LIU Post College of Education, Information, & Technology
- Valerie Vacchio, Principal, Vernon School

Appreciation is extended to all members of the committee who graciously gave of their time to develop this document.

The committee was charged with revising a Professional Learning Plan to present to the Board of Education at its meeting on June 22, 2021. To this end, the PDP committee met on the following dates:

- May-June 2021 (online collaboration)
- June 3, 2021

The members of the Professional Learning Plan (PLP) committee are pleased to present our recommendations as reflected in this report for a Professional Learning Plan for the Oyster Bay-East Norwich Central School District for the period of September 1, 2021 through June 30, 2024.

PROFESSIONAL DEVELOPMENT PLAN

This PLP is the result of individuals working together to create a multi-year plan for professional learning. The intent of this plan is to help teachers improve their instruction, thereby increasing student achievement. It reflects our knowledge of the New York State Next Generation Learning Standards. Specifically, we examined how our students have achieved on internal and external assessments.

District curriculum has been changed and will continue to be revised to help us achieve these standards. Implementation strategies, activities, assessments, and timelines are being established for addressing learning needs. All stakeholders will be involved at both the school and district levels to ensure that information is articulated within and across grade levels at conference days, grade level meetings, faculty meetings, and through numerous professional learning opportunities offered in the District.

Educators need to continue to grow professionally to meet students' needs. Professional learning is central to help teachers expand the approaches they use to teach and translate new knowledge and skills into students' daily lives. It must be ongoing, related to what teachers already know and do, and it must be grounded in research and reflect best practice.

Our PLP provides for a yearly review and analysis of student achievement, including data from the New York State assessments, nationally standardized tests, and local assessments. Our professional learning opportunities reflect the needs developed from the analysis of student data, and current research on effective professional learning practices.

Depending on teachers' levels of experience, they may select from an extensive menu of professional learning opportunities. The included list reflects the types of activities that are available to teachers for this purpose. It is evident from the list of activities, which is not all-inclusive, that professional learning takes many forms. When viewed through this lens, one can readily observe that Oyster Bay - East Norwich teachers have the opportunity to participate in substantial professional growth activities.

All teachers will participate in professional learning opportunities designed to meet the needs of students with disabilities and English language learners. This will focus on the skills and knowledge necessary to meet the needs of students with disabilities and English language learners, respectively.

CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter.

Holders of professional certificates in the classroom teaching service, educational leadership service and Level III teaching assistant certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

Please note that district staff will report these hours to the New York State TEACH on-line system through *Frontline*. However, it is the sole responsibility of the certificate holder to log all activities, which **MUST** be approved through *Frontline*. The purpose selected for each activity to count toward this requirement must be professional development.

This is a requirement to maintain a valid professional certificate.

PROFESSIONAL PARTICIPATION

The Oyster Bay - East Norwich Central School District faculty takes professional growth seriously. Members participate in many professional organizations, staff development opportunities, and conferences. They also assume leadership roles by serving on numerous committees and presenting at local, state, and national forums.

Frontline, an online program, is used to assist teachers in planning for professional goals and enables them to maintain a professional learning portfolio of participation in all staff development activities including courses, workshops, conferences, and in-service opportunities. Learning Reports are listed by professional development goals, including:

- Meeting the New York State Next Generation Learning Standards
- Providing appropriate instruction for all learners
- Improving student achievement
- Providing a safe environment for all students

PROFESSIONAL GROWTH OPPORTUNITIES

The content of the Oyster Bay-East Norwich Central School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

In-District Activities:

- District sponsored in-service courses
- Teaching in-service courses
- Mentoring Program for new teachers
- Superintendent's Conference Days
- Workshops presented by members of the faculty
- Small Learning Teams
- Reflection on practice
- Technology integration
- Peer coaching
- Action research
- Textbook/program review committees
- State Assessment training including 3-8 and Regents testing and scoring
- Peer visitations
- Collegial study groups
- Curriculum committees
- New teacher courses and seminars

- Faculty, department, and grade level meetings
- Interdisciplinary team planning meetings
- District wide articulation meetings
- Supervision of student teachers and observers
- District and/or building level committee membership and presentations
- Site-based team membership and participation
- Hiring committee participation

Out of District Activities:

- After-school in-service courses outside the district
- Local conferences and workshops
- National conferences
- Online webinars
- College visitations
- Membership and participation in professional organizations
- Presentations at conferences and workshops
- Summer and mid-winter institutes
- BOCES workshops
- University course work
- Maintaining accreditation
- Tri-State Consortium workshops

CTLE hours will be awarded if the sponsor is approved. If additional providers are used, an addendum will be provided.

PLAN FOR NEW FACULTY

All new employees are required to complete least one training course in school violence prevention and intervention. Upon being hired as a teacher in the Oyster Bay -East Norwich Central School District, the following process will take effect relative to professional learning:

1. Participation in the annual New Teacher Orientation
2. Ongoing collaboration with formal mentor
3. Supervisors and administrators work closely with first year teachers to review New York State and local curriculums, state standards, syllabi, and assessments.
4. Participation in an after school in-service program for first year teachers when offered. Participants will meet regularly throughout the school year. Topics include:
 - District mission, beliefs, and direction
 - Classroom management
 - Communicating with parents
 - Content/subject matter issues
 - Problems unique to age/grade of students
 - Putting elements of instruction to use
 - Planning concerns
 - Sharing materials and resources
 - Overview of staff development initiatives
 - Special education issues
 - Use of support services
 - Peer review
 - Integration of technology
5. Participation in a multi-year induction program utilizing a variety of models.

MENTORING PROGRAM

In accordance with Commissioner's Regulations, the Oyster Bay - East Norwich Central School District has adopted a plan for a Mentoring Program for teachers who are newly certified teachers as of February 2, 2004. The purpose of this program is to increase the retention of new teachers and improve their ability to assist students in achieving the Next Generation Learning Standards. All new teachers are provided with a mentor whose role is to provide guidance and support to the new teacher. The Mentoring Program activities include:

- Modeling of instruction
- Observation and lesson planning with new teacher
- Team teaching
- Peer coaching
- Assimilation of the new teacher to school culture
- Summer orientation sessions
- Mentor/mentee meetings throughout the school year
- Effective communication skills
- Review of professional literature
- Code of professional expectations
- Integration and use of technology programs

NEEDS ASSESSMENT SOURCES

The following sources are used to identify district needs:

- School Report Card
- Basic Educational Data System (BEDS) data
- Student attendance rates
- Graduation and drop-out rates
- College acceptance data
- Student state assessment results disaggregated by all applicable sub-groups
- Student local assessment results
- Student portfolios
- Nassau BOCES Instructional Data Warehouse
- Board of Education goals
- Feedback from all constituent groups

All professional staff are to complete a survey following each November Superintendent's Conference Day. These surveys will provide data to shape future professional learning opportunities.

RESOURCES

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

Fiscal resources:

- ✓ District Budget
- ✓ Federal and State Grant Funds

Staff resources:

- ✓ Curriculum developers/writers
- ✓ Content specialists
- ✓ Exemplary teachers/administrators
- ✓ K-12 supervisors and directors
- ✓ Literacy coaches
- ✓ Assistant Superintendent for Curriculum, Instruction, & Assessment/Deputy Superintendent
- ✓ Technology staff developers
- ✓ Mentors
- ✓ Grade level leaders

Outside resources:

- ✓ Local Universities
- ✓ Nassau Teacher Resource Centers (TRACT)
- ✓ Nassau BOCES Consultants
- ✓ SETRC
- ✓ Outside consultants and organizations
- ✓ NYSED and TEACH websites

Community resources:

- ✓ Community-based organizations
- ✓ PTA, PTSA
- ✓ SEPTA
- ✓ BOE
- ✓ Regional institutions

CONCLUSION

The Oyster Bay-East Norwich Central School District's Professional Learning Plan provides the blueprint for the identification, development, implementation, and evaluation of professional learning opportunities for the district's staff. It is designed to:

- Connect professional development with the goals of the district and the Next Generation Learning Standards and assessments.
- Provide flexibility in meeting the specific and unique needs of schools, departments, grade levels, and individuals.
- Improve student learning and achievement based, in part, on student achievement data.
- Create an atmosphere of continuous inquiry and life-long learning using a systemic approach.
- Define professional learning as a pragmatic process rather than an event, guided by relevant research regarding effective professional development.
- Recognize the value and importance of professional learning and its relationship to the overall success and effectiveness of the school district.

The Professional Learning Committee would like to thank Dr. Francesco Ianni, Superintendent of Schools, for his support of the work of the Committee and the development of this plan, and the Board of Education for its consideration of the recommendations contained herein.