



Professional Learning Plan

2022-24

A Professional Development Plan (PDP) is developed annually and must include:

- needs analysis, goals, objectives, strategies and evaluation standards
- means by which the district will provide all teachers with substantial professional development
- strategies directly related to student learning needs as identified in the school district report card and other sources as determined by the school district
- teachers' expected participation in professional development including an estimate of the average number of hours each teacher is expected to participate in professional development:
 - Regulations that begin July 1, 2016 mandate that new teachers and level III teaching assistants hired after February 2, 2004, are mandated to receive 100 hours every five years. These hours will be provided by the District by offering learning experiences that align with the suggested offerings from the State.
- alignment with New York State standards and assessments and student needs.
- articulation across grade levels and departments
- efforts made to ensure professional development is continuous and sustained and methods and approaches are shown to be effective
- a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities
- the manner in which the school district will measure the impact of professional development on student achievement and teachers' practices

Goal and Purpose of Professional learning Plan:

The William Floyd School District will create a culture that will support all students so they improve academic, cultural, and social literacy.

William Floyd UFSD will improve the quality of teaching and learning by ensuring that all district stakeholders participate in substantial professional learning. This professional learning keeps our educational team current in their profession and ready to meet the needs of all of our students. These learning experiences will be provided to all teachers, administrators, and teaching assistants. This Professional learning Plan has been designed to be part of a comprehensive district plan and focuses on learning that will support educators and make them better able to improve student performance.

Guiding Principles for the William Floyd School District's Professional Learning Plan

Our professional learning program is designed to build skills and capacities through focused and ongoing professional learning activities. Learning will include the Schools' and District's goals for improvement. Sound and practical professional learning programs are necessary tools that will allow us to improve instructional practice, enhance professional knowledge, and implement a culturally responsive curriculum.

Professional Learning will:

- Be grounded in knowledge and research
- Be culturally responsive and reflect the needs of the community
- Provide a common language around best practices
- Be accessible and inclusive to all staff
- Support local and state initiatives
- Draw on the expertise of staff and cultivate them as leaders in areas where they excel
- Take into account the differing degrees of experience of adult learners
- Increase the likelihood that students' needs are met
- Align with the District Strategic Plan and New York State Standards and Assessments

The Creation of the William Floyd School District's Professional Learning Plan:

Professional learning will provide opportunities for stakeholders to develop tools to evaluate the impact of currently implemented curricula and use it to make instructional shifts that better meet the needs of the learners they support.

A Professional learning Team, which included members of all required stakeholder groups, created this plan. The final makeup of the team included a majority of teachers as well as District administrators (including two curriculum specialists), teaching assistants, parents, a representative from the public library, and a representative from an Institute of Higher Learning.

The professional learning team and district stakeholders analyzed data including:

- The school district report card
- Student demographic information
- Surveys of staff
- An evaluation of professional learning activities implemented in the 2022–2024 District Professional Learning Plan

Based on the analysis of data, student and teacher needs were identified. Shifts in student demographic data indicate that the subgroup identified as the majority population has changed, a fact that needed to be considered when creating this plan. Gaps between student subgroups prompted the committee to include work that embedded information from NYSED's guidance materials on developing culturally responsive learning environments. A District goal and supporting objectives were identified. The team determined that providing stakeholders with

training that allows them to better support all learners in the area of literacy would continue to be the focus of the plan. Also included in the plan are items mandated by the New York State Department of Education (NYSED).

The plan will be evaluated annually to identify the impact of professional practice and student performance. Data included in this analysis may include:

- The District Report Card
- Evaluation Trend Data
- Participant Feedback
- Survey Data from Teachers, Teaching Assistants, and Administrators

Analysis of this and other available data will determine what modifications need to be considered if we are to meet the goals and objectives defined by the plan. Analysis of this data will be completed in multiple forums, including: the planning committee, District Leadership Committees, and Inquiry Meetings.

William Floyd School District's Professional Learning Plan to Support Teachers, Teaching Assistants and Administrator Professional Learning Requirements (CTLE)

For all 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. This is based upon successfully completing professional learning offered within the district. The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a certificate that is valid for life (Permanent, Professional and Teaching Assistant Level III) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Teaching Assistant Level III Certificate Holders.

CTLE activities must be offered in appropriate subject areas, as defined in law and regulation Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the establishment of CTLE requirements for Professional and Level III Teaching Assistant certificate holders, which:

- will expand educators' content knowledge and the knowledge and skills necessary to provide rigorous, learning ally appropriate instructional strategies and assesses student progress;
- is research-based and provides educators with opportunities to analyze, apply, and engage in research;
- includes the necessary opportunities for professionals to obtain CTLE to meet the English Language Learner provisions;
- 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, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education;

The District will provide learning opportunities to our staff members to help them maintain CTLE professional learning hours. Professional learning opportunities will be entered onto the Frontline/My Learning Plan Platform by the District. Certificates will include all CTLE required elements. These include:

- the Approved Sponsor's name;
- the name of the participant as it appears on the TEACH website;
- the last four digits of the participant's Social Security Number;
- the participant's date of birth;
- the date and location of the CTLE activity;
- the CTLE activity title;
- the educational area (e.g., pedagogy, content, English language learning);
- the number of CTLE hours;
- the Approved Sponsor Identification number;
- the sponsor's contact email address and phone number;
- the name and signature of the Authorized Certifying Officer and
- a statement indicating that the organization is recognized by the New York State Education Department's Office of Teaching Initiatives as an approved sponsor of CTLE for Professional Classroom Teachers, School Leaders and Level III Teaching Assistants.

Records will be retained in Frontline and remain available to staff, who will have the ability to print certificates for their learning experiences. Certificates will include all required Records must be retained by educators for at least three years from the end of the registration period in which the CTLE was completed and be available for review by NYSED upon request. Educators who need access to this information will be able to print documentation from the Frontline system.

The District will retain required evidence of CTLE learning experiences for a minimum of 8 years in a secure location. These records include:

- the date and location of the CTLE activity;
- the name and curriculum vitae of the instructor/presenter;
- the objectives and learning methods of the CTLE activity;
- the outline of the CTLE activity, the assessment methods used, and the number of contact hours of the CTLE activity;
- a summary of any evaluation of the CTLE activity;
- copies of all promotional materials used in a CTLE activity;
- any evaluation of the need for the CTLE activity; and
- the list of certified professionals in attendance, including each attendee's first name, last name, last four digits of their Social Security Number and their date of birth.

William Floyd School District's Professional Learning Plan to Support All Teachers, Teaching Assistants and Administrator

Professional learning Offerings 2022-2024

Lead Teacher/Administrator Program

This program cultivates leaders in our district as well as supports all educators as they navigate changes in standards and curriculum. Lead educators work directly with colleagues to support and guide them in their own professional learning.. Lead educators meet as part of a leadership team multiple times during the school year. They are charged with bringing their work back to building leadership and staff to ensure substantial and sustained professional learning experiences are available to all educators.

Strategies:

- The Elementary/Secondary Lead Teacher Program is designed to create leaders who will support the District as they analyze and adapt curriculum.
- By creating leadership in educators, we create an environment that allows building level leaders who are working directly with children help make data driven decisions about instruction.
- By creating a system where all elementary and secondary teachers have Lead Teachers and all to support them, we create an environment that will lead to the success of teachers and the students they serve.

Activities:

Elementary Professional Learning Offerings:		
Professional Learning Opportunities	Audience	CTLE Focus
Professional Learning experiences focused on the Next Generation Learning Standards (ELA)	Classroom Teachers and Literacy Support Staff	Content
Professional Learning experiences focused on the Next Generation Learning Standards (Math)	Classroom Teachers and Mathematics Support Staff	Content
Professional Learning experiences focusing on utilizing Culturally Responsive Practices	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on implementing the Computer Science and Digital Fluency Learning Standards	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on supporting English Language Learners by creating bridges to content.	All Teachers and Teaching Assistants, Administrators	ENL
Professional learning on using reading assessments to drive instruction.	All Teachers and Teaching Assistants, Administrators	Pedagogy
Professional learning on embedding the standards of Mathematical Practices into instruction.	All Teachers and Teaching Assistants, Administrators	Pedagogy
Secondary Professional Learning Offerings:		
Professional Learning Opportunities	Audience	CTLE Focus

Professional Learning experiences focused on the Next Generation Learning Standards (ELA)	Secondary and Grade 6 ELA Teachers	Content
Professional Learning experiences focused on the Next Generation Learning Standards (Math)	Secondary and Grade 6 Math Teachers	Content
Professional Learning experiences focused on the Next Generation Science Standards	Secondary and Grade 6 Science Teachers	Content
Professional Learning experiences focusing on utilizing Culturally Responsive Practices	Secondary Teachers and Teaching Assistants, Administrators	Pedagogy
Professional Learning experiences focused on implementing the Computer Science and Digital Fluency Learning Standards	Secondary and Grade 6 Teachers	Pedagogy
Professional Learning experiences focused on supporting English Language Learners by creating bridges to content.	Secondary and Grade 6 Teachers	ENL
Professional Learning experiences focused on supporting co-teaching models of instruction for our Special Education and ENL students.	Secondary and Grade 6 Teachers	Pedagogy and ENL
Professional Learning experiences focused on using data to identify learning gaps that need to be addressed in the classroom	Secondary and Grade 6 Teachers	Pedagogy
Professional Learning experiences focused on collaborative discussions about current curriculum being used in order to make sure we are meeting the needs of all students.	Secondary and Grade 6 Teachers	Content

Evaluation:

- Data from assessments will be looked at to determine how decisions made by the Lead Teachers have impacted students.
- Surveys will be sent to the teachers, that receive the support of the Lead Teachers in order to determine if the work they have done with them has impacted their instructional practice.
- Leads will receive surveys to assess the work they have conducted and the perceived impact.
- Participants will analyze student work as a way to measure impact of learning.
- Analysis by a review committee on evaluation data and results outlined within the student's performance data will indicate which programs and activities facilitated by the Lead Teachers impacted teacher performance and help to identify which programs and activities need to be modified or removed from the plan.

Teaching Assistant Professional Learning

Teaching Assistants have the opportunity to come together and receive professional learning that focuses on a topic that allows them to build understanding about the students we serve, and the way we can support them.

In 2022-2024 the work will be available to the following groups:

<https://www.regents.nysed.gov/common/regents/files/918hed2REVISED.pdf>

- All Teaching Assistants

Strategy:

- Providing Teaching Assistants with information about learner groups prepares them to work with teachers and students in a way that builds success.
- Providing Teaching Assistants with information about techniques used by teachers in the classroom strengthens their ability to support teachers’ work.
- Providing Teaching Assistants with mandatory targeted professional learning, ensures that they will all receive information the District identifies is necessary to impact student performance and growth.

Activities:

Teaching Assistant Professional Learning Offerings:		
Professional Learning Opportunities	Audience	CTLE Area of Focus
Workshops focused on using technology in the classroom.	Teaching Assistants	Pedagogy
Workshops focused on behavior management of students with disabilities.	Teaching Assistants	Pedagogy
Workshops focused on supporting literacy instruction in the classroom.	Teaching Assistants	Pedagogy

Evaluation: Teaching Assistants complete exit tickets at the end of each training session that provide us with information about what they learned and how they may use this information. Analysis by a review committee of evaluation data and results on the District report card will indicate which mandatory Teaching Assistant Training impacted performance and which need to be modified or removed from the plan.

William Floyd School District’s Professional Learning Plan to Support Part 154 Legislation Requiring Training to Support English Language Learners

As part of the regulations outlined in part 154 legislation, each school district shall provide professional learning to **all teachers and administrators** that specifically addresses the needs of English Language Learners.

In addition to this requirement, section 80-3.6 and section 100.2(dd) of the law requires that, a

minimum of fifteen percent (15%) of the required professional learning clock hours for all teachers, administrators, and level III teaching assistants requiring hours mandated under the Continuing Teacher and Leader Education (CTLE) regulations, be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners.

For all Bilingual and English as a New Language teachers, a minimum of fifty (50%) of the required professional learning clock hours prescribed by Part 80 of this Title shall be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English Language Learners.

Attending these professional learning sessions is not a choice, it is a regulatory requirement under Part 154-2.3(k). The expectation is that all districts are to provide PD to all teachers as indicated in the Blueprint for ELL Success (e.g., if there is PD on Common Core-aligned instruction, then how does it meet the needs of English Language Learners and promote their English language skills and academic progress).

In 2022-2024 the work will be available to the following groups:

- All Teachers
- All Level III Teaching Assistants
- All Administrators
- All other Teaching Assistants and staff may participate, but are not required to do so

Strategy

- Providing training to staff
- Providing training to support teachers in co-teaching and collaborative practices supports them as they work to develop strategies to support English Language Learners.

Activities

English as a New Language Offerings:		
Professional Learning Opportunities	Audience	CTLE Area of Focus
Workshops focusing on working with students acquiring English as a New Language prepares them to meet the needs of English Language Learners.	Teachers and Administrators	ENL
Targeted workshops for Teaching Assistants to increase their skills in supporting ELL students.	Teaching Assistants	ENL
Targeted workshops to build the capacity of English as a New Language Teachers.	ENL Teachers	ENL

Evaluation:

This is a 10 month program. Additional work may take place over the summer. Success of the implementation of ENL training sessions will be measured by the: utilization of the resource library and the implementation of taught practices within the classroom. In addition to these methods, participant feedback will be collected and analyzed. Analysis of academic growth documents for English Language Learners will also be included. Data will be analyzed by the ENL Coordinator and a planning team to determine ways to improve the support of teachers and the students they serve.

William Floyd School District's Professional Learning Plan to Support Teachers Requiring Mentors

Since February 2004, the New York State Department of Education (NYSED) has mandated all public school districts to provide mentor support to all teachers who are in their first year of teaching. This includes substitute teachers who work in the District for more than 40 contiguous days (approximately 44 FTE). 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 New York State Learning Standards.

Role of Mentors:

The role of the mentor is to effectively communicate to the novice teacher the pedagogical and philosophical vision of the district. The mentor can fulfill a variety of roles for the novice: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner, all of which can be considered in light of the overall goals of the mentoring program. A mentor will maintain a purely supportive role in his or her colleague's learning. Defining the mentor's role as guidance and support, and ensuring confidentiality of the participants' interactions, effects a truly collegial relationship, inviting honesty, risk taking, and self-reflection by the novice teacher about the practice of teaching.

Preparation of Mentors:

Mentors will participate in training sessions designed to prepare them for supporting their mentees. Sessions include, but are not limited to:

- Understanding the roles and responsibilities of being a Mentor
- Establishing a Mentor/Mentee relationship
- Supporting a Mentee through the observation process
- Providing feedback and resources to your Mentee

Types of Mentoring Activities:

The types of mentoring activities may include but shall not be limited to:

- Discussing issues such as routines, procedures, requirements, and issues the mentee encounters
- Modeling instruction for the new teacher
- Observing instruction
- Planning for instruction with the new teacher
- Peer coaching

- Team teaching
- Orienting the new teacher to the school culture

Time Allotted for Mentoring:

Mentors work extends throughout the year. This includes the time they are involved in training as well as the time they spend with their Mentees. Success of the program will be measured by feedback collected by mentors, mentees, and the administrators who supervise them. Additional data will be collected and analyzed to determine decisions related to the retention of the new teacher to the District. The Mentor Planning team will analyze all data collected, and make adjustments to the program to ensure that mentors and mentees are supported in their work.

William Floyd School District’s Professional Learning Plan to Support Violence Prevention Training Requirement

School Violence Prevention Training (Section 3004 of Education Law and Sections 57 and 100.2 of the Regulations) Section 100.2 of the Regulations was amended to implement a provision of Project SAVE requiring school districts and BOCES to include annual training in school violence prevention and intervention in their required professional learning plans for teachers and other certified or licensed employees. This provision is effective November 1, 2000. Upon request of the employee who successfully completes this training course the school district or BOCES must provide the employee with a certificate of completion of the two-hour training.

The Board of Regents adopted at the June 2016 meeting, amendments to Commissioner’s regulation §155.17 as an emergency measure to conform to the legislative changes to Education Law §§2801-a and 807 which include the date by which staff must receive **annual school safety** and school violence prevention training, which must include components of mental health, **is September 15**. All staff will receive access to mandatory, on demand learning modules that must be completed by this date.

The coursework and training to be provided under the Sections 100.2 and 57 of the Regulations must include:

- Study the warning signs within a learning 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 learning for students within the regular curriculum.
- Intervention techniques designed to address a school violence situation.
- How to participate in an effective school/community referral process for students exhibiting violent behavior.
- Mental Health Training.

In 2022-2024 , the work will be available to the following groups:

- All Teachers
- All Level Teaching Assistants

- All Administrators
- All other staff are not required but are invited to attend trainings.

Various learning experiences may be available to stakeholders. These sessions could include: meetings, online learning experiences, and drills.

Submission of Plan and Planning Team

A team designated to develop the 2022-2024 Professional learning Plan began their work in October of 2021. They were given seven months to develop a draft plan. The plan was ready for submission to the William Floyd School District Board of Education by May of 2022 for review, so that modifications made by the Board of Education could be considered. A finalized plan was prepared, submitted and approved by the required June 1st deadline.

Members of the 2022-2024 Professional learning Planning Team:

Melissa Abbitello Teacher/English Paca Middle School	Marina Andreou Teacher-/Bilingual Education John S. Hobart Elementary School	Maureen Benson Parent of Students: William Floyd Elementary	Jennifer Berg Teacher/ Specialized Reading William Floyd Elementary	Jacqueline Cherouvis Primary Teacher William Floyd Elementary
Marie Cestare Teaching Assistant William Paca Middle School	Shari Costello Teacher/ Specialized Reading John S. Hobart Elementary/Tangier Smith Elementary	Lindsay Davis Community Representative Mastics, Moriches, Shirley, Community Library	Andrew DeMasi Teacher/Special Education Tangier Smith Elementary	Kate Devenney Teacher/ Library-Media Specialist William Floyd High School
Melissa DiDonato Teacher/Mathematics Paca Middle School	Dr. Keith Fasciana Administrator/Principal William Floyd Elementary	Regina Folan Teaching Assistant William Floyd Elementary	Gina Fumai Teacher/Mathematics William Floyd High School	Maria Gervasio Teacher/Reading/ Special Education William Floyd Middle School
Kristie Guerriero Teacher/Special Education William Floyd Learning Center	Dr. Thomas John Heintz Administrator/ Assistant Principal William Floyd Middle School	Diane Impagliazzo Stony Brook University	Kathleen Keane Administrator Assistant Superintendent for Secondary Instruction and Administration	Mary Koehler Administrator/Curriculum Specialist Director of Grants and Elementary Education English as a New Language
Toni Komorowski Administrator/Principal Tangier Smith Elementary	Luisa McHugh Teacher/ ELA Chairperson William Floyd High School	Kristen McNamara Teacher Hobart Elementary School	Leah Olivo Teacher/Special Education Moriches Elementary	Kathleen Pantaleo Teacher/Instructional Technology Specialist Districtwide
Eileen Randazzo Teacher/Art Nathaniel Woodhull Elementary	Christine Rosado Administrator/ Curriculum Specialist Director of Secondary Education and Science, Technology, Engineering and Mathematics (STEM)	Dr. Stacey Scalise Administrator Assistant Superintendent for Elementary Instruction, Administration and Pupil Personnel Services	Stephen Seedorf Teacher/Math William Floyd Middle School	Thomas Short Teacher/ Intermediate Education Moriches Elementary School
Mary Siano TOSA/Staff learning Districtwide	Kim Walsh Intermediate Teacher William Floyd Elementary	Melissa Worthington Teacher/ Specialized Mathematics Nathaniel Woodhull Elementary		