PATCHOGUE-MEDFORD SCHOOL DISTRICT
Where Education is Met with Excellence!
Patchogue, New York 11772

2022-2023 Professional Learning (PL) Plan

DISTRICT NAME: Patchogue-Medford School District

BEDS CODE: 5802-2403-0000

SUPERINTENDENT: Dr. Donna Jones

ADDRESS: 241 South Ocean Avenue, Patchogue, New York, 11772

YEARS PLAN IS EFFECTIVE: 2022-2023

Current District Team

ADMINISTRATORS:

Lori Cannetti	Assistant Superintendent for Curriculum and Instruction
Sharon Deland	Principal, Medford Elementary School
Shannon Ott	Director of Secondary Special Education
Erin Skahill	Principal, Eagle Elementary School
Miriam Walls	Director of Elementary Special Education
Michael Zanfardino	Director of Guidance

TEACHERS:

James Browning	World Language Teacher
Rosemary Buttacavoli	Elementary Bilingual Teacher
Gail Fiorelli	Instructional Coach and Reading Specialist
Julieta Hannaford	Secondary ENL Teacher
Anne Logan	Elementary ENL Teacher
Joycelyn Preston	Secondary Music Teacher
Lori Stratton	Elementary Teacher
Kevin Toolan	Math AIS Teacher and PMCT President
Cassandra Vigouroux	Elementary Teacher
Damian Walsh	Business Teacher/Dean of Students

Number of school buildings in District: 11

Number of professional learning teams: 1

2022-2023 District Goals and Objectives

We acknowledge that certain basic principles shall guide the Board of Education in its actions and activities on behalf of our students and our community. The mission of the Patchogue-Medford School District is to provide diverse pathways and varied enrichment opportunities that will lead to meaningful learning experiences for all students. The Patchogue-Medford's vision is to inspire curiosity and confidence: and through creative learning opportunities, cultivate talents, so our students and staff can realize their unique potential. to educate our students to become independent thinkers and problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe, nurturing environment in which individual and civic responsibility are fostered, diversity is respected, and all students are enabled to realize their full potential.

Superintendent Goals

Goal 1
Implement the District Improvement Plan and all School Comprehensive Improvement Plans

Goal 2
Implement actions in closing the Achievement Gap for English Language Learners and Special Education Students.

Goal 3
Provide Social and Emotional Support for students and families district-wide.

Goal 4
Increase cultural competencies district-wide to better reach the needs of all children.

Goal 5
Inspire confidence and self-reflection in all students and staff to develop social, emotional, academic, and civic readiness.

Goal 6
Develop a Security Action Plan to ensure the safety of students, staff, and visitors to the District.

Professional Learning Plan Committee

1. If school teams are not represented on the district professional learning team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

Each year the district sends out correspondence seeking teacher volunteers to join the Professional Learning (PL) Plan Committee. All volunteers are reviewed and selected by the Assistant Superintendent for Curriculum and Instruction in collaboration with the Patchogue-Medford Congress of Teachers and the Patchogue-Medford Administration Association. Each year the district team is composed of a cross-section of K-12 teachers, academic directors, and building principals. Members of the district team act as liaisons to their building and/or department. The PL Committee will review the needs of the staff annually, reflecting teachers' suggestions from in-district workshop evaluations/surveys.

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application, and/or evaluation of professional development activities.

The average number of hours a teacher will be involved with professional learning on an annual basis is 40 hours (100 hours of Professional Learning every five years as prescribed in Part 80 of the Commissioner's Regulations). This will be fulfilled by their attendance during the mandated professional learning sessions built into their contractual school year:

All workshops will be reviewed and approved by the Assistant Superintendent for Curriculum and Instruction. Only activities that are in the content area of educator's certification, in pedagogy, or in language acquisition for English Language Learners will be considered for approval. Workshops may occur during the following meetings:

Meeting	Approximate CTLE hours approved/school year
Superintendent's Conference Days	18 hours
Afterschool PD Contractual Time	6 hours
Contractual PD period	30-48hours
Contractual PLC period (secondary)	72 hours
Afterschool Department/Building Level Meeting	10 hours
Summer Professional Learning sessions (new teachers)	6 hours

Teachers may participate and are encouraged to do so, in any number of professional development activities. Many exceed the average of 40 hours per year.

The Patchogue-Medford School District follows the New York State Professional Learning Standards which are based on fundamental knowledge about contextual factors from converging research about effective professional learning and its ultimate impact on student learning. Attributes of effective professional learning include the following:

- Effective professional learning fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

- Effective professional learning is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

- Professional learning is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Learning Plan, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional learning.

- Professional learning is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem-solving, and they emphasize continuous improvement in classrooms and schools.

- Professional learning is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional learning recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.

- Professional learning is most effective when it is job-embedded, directly relevant to classroom practice, provided over time, and when it provides the opportunity for the practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.

- Professional learning is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources and must be sufficiently sustained over time to ensure the full impact of professional learning. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

Meeting NYS Standards for Professional Learning in Patchogue-Medford

To meet these standards, Patchogue-Medford employs (2) two full-time Elementary Chairpersons, one for Humanities and one for STEM. Elementary chairpersons are classroom teachers on special assignment who work in collaboration with full-time academic directors and serve as instructional coaches for elementary teachers. At the elementary level, we also have a full-time Instructional Technology Specialist and an ENL teacher on special assignment (TOSA) that works with elementary teachers to help meet the needs of English Language Learners. At the secondary level, the district employs (2) two part-time chairpersons in both humanities and STEM that also work in partnership with the secondary academic directors. Similar to the elementary level, the secondary level also has a full-time Instructional Technology Specialist and an ENL teacher on special assignment. Elementary and Secondary subject area directors, principals, and assistant principals also support teachers in professional learning. The district employs 19 academic directors across multiple content areas, 11 building principals, 7 assistant principals, and 3 committee on special education chairs. The district also employs a full-time school data coordinator.

All teachers and administrators are members of professional learning communities that meet multiple times each month to pursue building/department/district goals. Teachers and administrators are provided with substantial professional learning opportunities. CTLE activities are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance. Any activity that teachers are engaged in must seek the approval of the Assistant Superintendent for Curriculum and Instruction to obtain formal approval of clocked CTLE hours. Activities will receive approval if the activity promotes the professionalization of teaching and educational leadership, as applicable, and is closely aligned with district goals for student performance. Acceptable CTLE includes activities:

Content area(s) of the certificate(s) held,
and/or
Pedagogy (general or specific in the content area of the certification),
and
Language Acquisition addressing the needs of English language learners.

Such activities may take place during the following:

- ✓ Collegial Circles / Study Groups / Book Talks led by teachers/administrators
- ✓ Courses: Graduate / In-Service / On-Line Instructor Training Opportunities
- ✓ One-to-one and group coaching by Instructional Coaches
- ✓ Professional Learning Communities
- ✓ Technology Training by Technology Specialists
- ✓ Conferences / Workshops: In-District / Out-of-District Mentoring / Mentor Training
- ✓ Curriculum Writing
- ✓ New Teacher Institute / Student Teacher Orientations

- ✓ Out-of-district Visitations
- ✓ In-district Visitations
- ✓ Independent Professional Reading
- ✓ Independent Research
- ✓ Test Development
- ✓ Observations: Pre / Post Conferences
- ✓ District-wide Grade Level Collaboration
- ✓ Department Collaboration

All graduate and in-service coursework must have the prior approval of the Assistant Superintendent for Curriculum and Instruction. This promotes alignment with the New York State Standards. Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an approved CTLE sponsor and awards CTLE hours for the courses.

For credit-bearing university or college courses, each semester hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.

<u>NEEDS/DATA ANALYSIS FOR PROFESSIONAL LEARNING PLAN</u>

A. The professional learning plan is aligned with New York State Learning Standards and Assessments, and student needs and is articulated within and across grade levels.

Student needs are addressed with the review and analysis of districtwide assessments. The articulation takes place at building-wide, grade-level, and departmental meetings.

High-Quality Professional Learning includes:
1. 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: learning 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 provides educators with opportunities to analyze, apply and engage in research
4. Collaboration: Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: ensures that educators can create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family, and Community Engagement: 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: uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, monitor student progress, and help sustain continuous professional growth.
9. Technology: promotes technological literacy and facilitates the effective use of all appropriate technology in all content areas.
10. Evaluation: uses multiple sources of information to assess its effectiveness in improving professional practice and student learning.

B. The professional learning plan is continuous, reflecting a multi-year approach to improving student performance.

Patchogue-Medford is committed to an ongoing program of staff development as evidenced by continuous communication among central administration, the teachers' union, the Teacher Center, and PTA (parental groups). The establishment of ongoing, multi-year school district educational goals has institutionalized this commitment. Ongoing activities focus on all academic areas and include initiatives such as technology, differentiated instruction, the Culturally Responsive Classroom, integration, literacy, academic vocabulary instruction, and teacher training to meet the new state assessments. Implementation of these goals has been achieved by an evolving series of staff development opportunities that are regularly evaluated and revised.

A *Buddy Program* continues to serve as a critical way to help all newly hired teachers internalize and integrate new skills into their professional repertoire. The district and teacher's union (PMCT) both agree that new employees need mentoring as they transition into the Patchogue-Medford Workforce. To that end, the parties agree to form a committee comprised of two (2) PMCT unit members, the PMCT President and 1 member appointed by the PMCT President, and two (2) Administrators appointed by the Superintendent of Schools. The committee, chaired by a PMCT member will administer the policies and procedures of the program. The Superintendent of Schools will have final discretion in the buddy selection. All newly hired employees will be provided with a buddy for their first year of employment.

A list of candidates is compiled, and a committee meets to review/select applications to make matches. The committee will work to plan a New Hire Orientation, and buddy training. The committee will make every effort to match new hires and buddies within similar tenure areas.

Buddy Role
The buddy teacher will work with their new hire during PDP and PLC periods. This will be on average 40 minutes per week, for the school year. The buddies' roles and responsibilities will include:
1. Attending one orientation.
2. Familiarizing the mentee with the Patchogue-Medford U.F.S.D., buildings and facilities, programs and curriculum, personnel, policies, guidelines, expectations, and traditions.
3. Linking the new hire to resources, if needed.
4. Offering non-judgmental supportive listening.
5. Encouraging the new hire to share experiences, successes, and problems.
6. Maintain confidentiality and professionalism.

7. Examples of topics and activities addressed by the buddies include, but are not limited to:
   a. Tour of the building(s)
   b. Procuring supplies
   c. Support Staff introductions
   d. Daily bell schedule
   e. Procedures for attendance (E-School)
   f. Procedures for electronic grade book (E-school)
   g. Dismissal procedures
   h. Accessing student IEPs/504 (E-school / IEP Direct when applicable)
   i. Identifying students that are ELL/accommodations required under Part 154
   j. Cafeteria / Recess Management
   k. Duty procedures
   l. Communication Procedures / E-mail / Office 365
   m. Use of Frontline (observations, PDP sign-ups, course approval process)
   n. Use of Frontline (using the program and how sick, family, personal, and bereavement time are used)
   o. Observation process / APR / APPR
   p. Faculty / Department Meetings
   q. Tech Request Process
   r. Discipline process/student referrals
   s. Course Syllabus
   t. Meet the Teacher Night
   u. IST / RTI (MTSS)
   v. Photocopy Request Process
   w. Field Trip Request Process
   x. Custodial Requests
   y. How to attend a conference
   z. Language Line / Translation of Documents
   aa. Annual Reviews/C.S.E. Meetings
   bb. Students with ENL Accommodations/Services
   cc. Working with Aides/Teaching Assistants
   dd. Working in Collaborative Classrooms
   ee. Parent Communication
   ff. Phone Correspondence
   gg. Emailing Parents / Parent Square
   hh. Positive Post-cards / Classroom Newsletters
   ii. Lesson planning formats
   jj. Student Support Services
   kk. Family Center, Guidance Counselor, School Psychologist, Social Worker
   ll. Learn Programs / Content to be delivered
   mm. Extracurricular activities
   nn. Elementary – Fundations, Snappy Words, F&P assessment, iReady, etc.
   oo. Secondary – On-line Science Labs, Research / Library Media Sites
   pp. Technology Access

All workshops will be reviewed and approved by the Assistant Superintendent for Curriculum and Instruction. Only activities that are in the content area of educator's certification, in pedagogy, or in language acquisition for English Language Learners will be considered for approval.

Criteria for Buddies:
Tenured buddies are preferred and need to demonstrate a high level of competence in the following areas:
- Excellent communication skills, enthusiasm and passion for teaching, and good listening skills.
- Positive attitude and character.
- A life-long commitment to learning.
- A strong commitment to the teaching profession and a willingness to advocate for colleagues.
- Effective interpersonal skills.
- Thorough knowledge of the curriculum and NYS Learning Standards
- Experience with the New York State Assessments and an understanding of the alignment of the curriculum, if applicable.
- Knowledge of policies / how to access policies of the PMSD and their application in the daily operation of the school assigned.
- Willingness to allow the new hire to develop his/her effective teaching style.

Teachers who are approved to act as a Buddy and provide mentoring to a new classroom teacher as part of the Patchogue-Medford Mentoring Program will be credited no more than 30 hours of their CTLE requirements in each five-year registration period.

The administration will assist all new hires in adjusting to our district. New teachers are required to attend a two-day summer orientation program before the start of school. Any training that is a requirement for employment or teacher certification will not be approved to count as hours for CTLE.

Additionally, new teachers will meet during Faculty/Department Meetings, PDP, PLC, and participate in the mandatory 6-hours of after-school professional learning Topics to be included but not limited to are listed below. Only workshops that meet the criteria for CTLE activities will be approved by the Assistant Superintendent
- Employee Benefits
- Instructional Technology and 1-1 devices
- DASA/Bullying
- Employee Assistance Plan
- Employee Handbook and Employee Recognition
- Frontline
- Sexual Harassment- District BOE Policies
- NYS Teach, CTLE Requirements
- Review of the Districts approved APPR, Observations (Formal/Informal)
- Lesson plan design

- Parent communication,
- Salary Adjustments and Professional Growth opportunities,
- E-mail, Office -365, eSchool, Attendance, Tech Requests
- IEPs, 504s, CSE Meetings
- ENL Students, Part 154 regulations
- BOE Policies including Social Media Sites, Computer Policies

C. Data reviewed supports the goals, objectives, strategies, and activities in the Professional Learning Plan.

Staff development programs are developed as a result of the needs assessment profile. All staff development programs are required to have an evaluation component that is reviewed to evaluate the efficacy of the programs delivered. This district also engages in the analysis, interpretation, and evaluation of testing results to effectively plan staff development at grade level meetings, department meetings, and faculty meetings by using the following reports: Eastern Suffolk BOCES Data Warehouse, Districtwide Assessments, NYSESLAT, iReady Reading and Math Benchmark Assessments, quarterly common assessments, final exams, Regents and AP exams results.

Professional Learning Focus Areas

Student Performance – Across the Curriculum
- Next-Generation Learning Standards
- NYS P-12 Science Standards
- Regents and Advanced Regents Diploma (Mastery)
- Early Literacy
  - ➢ Shared Reading
- Response to Intervention (MTSS)
- Graduation Requirements for SDWs/ELLs
- ENL Curriculum
- New Curriculum at the MS as a result of the 9-period day
- Elementary ELA
- Restorative Practices
- Social Media
- Passport for Good
- NoRed Ink
- iReady
- SAVVAS myView
- STEM
- Vocabulary
- Writing in all content areas
- Rubric design
- Reading Comprehension
- Strategic Writing ELLs

Student Engagement/Safety

- Student-Centered Learning
  - ➢ Design Qualities
  - ➢ Differentiated Instruction
  - ➢ Assessment Techniques
  - ➢ Strategies for Integration
  - ➢ Integration of Learning Standards
  - ➢ Curriculum Mapping
  - ➢ Enrichment
- Classroom Environment
  - ➢ SEL
  - ➢ Bully Prevention
  - ➢ Classroom Management
  - ➢ Restorative Practices
  - ➢ Digital Citizenship and Internet Safety
  - ➢ Civic Engagement and Community Service
- Health and Wellness
- Internet Safety
- School Safety

Technology (21st Century Skills)

- Curriculum integration of software
- Instructional software and web-based resources including the incorporation of document cameras and interactive whiteboards
- Electronic communication tools
- Student Management and Reporting Programs
- District On-line Resources Virtual Reference Collection (VRC)
- Online Study and Review Programs (electronic textbook resources)
- Digital Citizenship

Teachers as Reflective Practitioners

- Conference Attendance
- District Hosted Workshops
- In-service Workshops
- Peer Coaching
- Peer Reviews (classroom visitations)
- Faculty/Department/Grade Level Meetings
- Professional Periods (PDPs and PLCs)
- New Teacher Orientation
- Mentoring
- Curriculum Development and Mapping

Evaluation sources

- Faculty/Student Surveys
- Technology Survey
- District Committees
- Self-evaluation of the Individual Professional Learning Plan

- Network Program usage reports
- Frontline

100-HOUR PL REQUIREMENT

Reporting Requirements

CTLE certificate holder: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in an NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

Continuing Teacher and Leader Education (CTLE) Recordkeeping Requirements

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name, and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested. A record of all CTLE hours completed through BOCES, MESTRACT, SCOPE, NYSUT, and Patchogue-Medford School District will be maintained in *Frontline*

Continuing Teacher and Leader Education (CTLE) Language Acquisition Requirements

The continuing teacher and leader education (CTLE) language acquisition requirement varies by the certificate holder.

- **ESOL and bilingual education teachers.** Educators who are subject to CTLE, and hold a Professional English to Speakers of Other Languages (ESOL) certificate or Bilingual Education extension, must complete a minimum of 50 percent of their 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 ELLs.
- **Other teachers, school building leaders, and school district leaders.** All other Professional teachers, School Building Leaders, and School District Leader certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs.
- **School district business leaders.** School district business leaders (SDBLs) who hold the Professional SDBL certificate would complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of ELLs and Federal, State, and local mandates for ELLs.

- **Teaching Assistants - Level III.** Teaching Assistant Level III certificate holders must complete a minimum of 15 percent of the required CTLE clock hours dedicated to language acquisition, addressing the needs of ELLs, and integrating language and content instruction for such ELLs.

These professional learning requirements will be met through in-service course work, in-district workshops, out-of-district workshops, classroom coaching, peer coaching, and collegial circles provided by:

- Patchogue-Medford School District teachers, principals, assistant principals, directors, central administration, MESTRACT, Eastern/Western Suffolk BOCES, Molloy College, consultants listed on the district's PL Plan, and other NYSED-approved CTLE providers.

Board of Education Approved List of Contracted Professional Consultants
Professional learning is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. There are times when we hire experts from the field of education to provide job-embedded, ongoing professional development to reach our goals. We anticipate the following consultants to be contracted to help support teacher and administrator learning goals.

Joan Harney, Wise Professional Development LLC:	Elementary Teachers
Ryen Jackson, Math Consultant	Secondary Math Teachers
Emily Kan, Science Consultant	Secondary Science Teachers
Antoinette Gadson, Reach Higher Consultant:	ENL Teachers
PLC Consultants, LLC	Secondary Teachers
American Reading Company Consultants	Elementary Dual Language
No Red Ink Consultants	Secondary English Teachers
Passport For Good Consultants, Civic Readiness:	Social Studies/CTE Teachers
SAVVAS Learning Co. Consultants	Elementary Teachers
Reacher Higher- National Geographic Consultants	ENL Teachers
Dotti Turner Writing Consultant	English Teachers
Curriculum Associates Consultants	All Teachers using i-Ready,
Kathleen Feeley, Long Island University	All Teachers
Same Here Organization	Psychs/SocialWorkers/Deans/Guidance
Suffolk County SPOA	Psychs/Social Workers/Deans/Guidance
Regional Partnership – LIU, Pedagogy focused on SWD	All Teachers
Department of Social Services	Psychs/Social Workers/Deans/Guidance
EAC Network	All Teachers
Nassau County Mental Health Consortium	Psychs/Social Workers/Deans/Guidance
South Oaks	All Teachers
Northwell Health	All Teachers
Federation of Organizations	All Teachers
Mar & Luz LLC:	All Teachers
WellLife Network	Psychs/Social Workers/Deans/Guidance
Dorothy Ahl Consultant	Speech Teachers

Erna Alant Consultant   Speech/ACES Teachers
Mary Kate Henry/Celina Hines Consultants   Speech/ACES Teachers
Consulting that Makes a Difference-Diane Ripple   All Teachers
Long Island Developmental Corporation   All Teachers
Alex Lopez Consultant   All Teachers
Michelle Tor, Instructional Technology Consultant   All Teachers
Inclusive Schooling Consultant   All Teachers
LeDerick Horne   All Teachers
Building Bridges   All Teachers
Bright Star   All Teachers
New York State United Teachers General Counsel   All Teachers
Lisa Augustine   Elementary Teachers

ACCEPTABLE CTLE ACTIVITIES (and other important links)

https://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html

https://www.highered.nysed.gov/tcert/resteachers/ctle-hours

https://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html

OPPORTUNITIES FOR PROFESSIONAL LEARNING HOURS

Out-of-District Activities
Certificate holders must request a completion certificate from all out-of-district providers (excluding those listed above) and hold on to the certificate for 8 years. Providers must be registered with the State for the hours to count toward the CTLE requirement.

- In-service Courses . . . . 15 hours/30 hours/45 hours
- Graduate Courses . . . . 15 hours/30 hours/45 hours
- Professional Learning Workshops. . . . . 'hour for hour'

District Level Activities
- New Teacher Orientation . . . . 2 Full Days before the start of the school year
- Grade/Department Level Meetings . . . . 1 hour per meeting for a total of 5 meetings per year

Building Level Activities
- Faculty Meetings . . . . 1 hour per meeting for a total of 5 meetings per year

➢ Professional Learning Communities (PLC)…… Secondary teachers are assigned one PLC period per day for 40-minutes. Teachers are required to engage in professional development activities outlined in the PMCT contract.

➢ Professional Workshops. . . . .. ………………. Teachers are assigned a Professional Development Period (PDP) before or after the school day. Elementary are assigned (2) 40-minute PDPs per week. Secondary teachers are assigned (2) 25-minute PDPs per week.

All workshops will be reviewed and approved by the Assistant Superintendent for Curriculum and Instruction. Only activities that are in the content area of educator's certification, in pedagogy, or in language acquisition for English Language Learners will be considered for approval.

School District Professional Learning Plan

Needs Assessment Sources Used

X	School Report Card
X	BEDS data
X	NYS Assessments
X	Special designation schools, TSI, CSI, Title I
X	Student attendance rates
X	Graduation and drop-out rates
X	Student performance results disaggregated by ethnicity, gender, SES, and other special needs
X	State benchmarks for student performance
X	Other student surveys
X	Longitudinal data
X	Teacher proficiency data
X	Teacher surveys
X	Student surveys
X	Community surveys
X	Other (specify): i-Ready Data

District Resources

Fiscal Resources:

X	ESSA Title I School Improvement Grant, Title IIa, Title IV
X	District Professional Development Budget

Staff Resources:

X	Curriculum developers

X	Content specialists
X	Exemplary teachers
X	Administrators
X	Instructional Coaches

Providers:

X	Institutions of Higher Education (ie: Hofstra University)
X	Teacher Center
X	Educational Consultants
X	Nassau BOCES, Western Suffolk BOCES, Eastern Suffolk BOCES

Community:

X	Major employers
X	Community-based organizations
X	Parents

PATCHOGUE-MEDFORD SCHOOLS
OFFICE OF INSTRUCTIONAL SERVICES
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6350
PROFESSIONAL LEARNING REPORT

This form is to be completed by all faculty members who have received authorization for attendance at a professional learning activity. A copy of the report is to be forwarded to the Assistant Superintendent for Instruction no later than ten (10) days after attendance.

FACULTY MEMBER ATTENDING_____

SCHOOL_____ DEPARTMENT_____

TITLE OF ACTIVITY_____

DATES OF ATTENDANCE_____

LOCATION_____

SPONSORING ORGANIZATION FOR LEARNING ACTIVITY_____

Briefly describe the topic(s) or subject(s) discussed during your professional learning activity.

_____

What proved to be most interesting and informative?

_____

If appropriate, identify a concept or model presented, and describe the feasibility or possible application within the Patchogue-Medford School District. Include in your description the benefits which the district would derive from such implementation.

_____

If appropriate, describe how this professional learning has served you in terms of professional growth.

_____

Would you recommend future attendance at this learning activity? Why?

_____

PATCHOGUE-MEDFORD SCHOOLS
OFFICE OF INSTRUCTIONAL SERVICES
241 South Ocean Avenue
Patchogue, NY 11772
(631) 687-6350
EVALUATION

Name (OPTIONAL):_____

Please rate this workshop by circling one number on the 4-point scale for each of the following questions:

1.   To what extent was the content relevant to you?

_1___ ☐ _____2___ ☐ _____3___ ☐ _____4_☐___

Not   Relevant
Relevant

2.   To what extent was the ideas/suggestions/information useful to you?

_1___ ☐ _____2___ ☐ _____3___ ☐ _____4_☐___

Not   Useful
Useful

3.   **To what extent did the workshop meet the goals outlined in the description?**

_1___ ☐ _____2___ ☐ _____3___ ☐ _____4 ☐___

Did not   Met Goals
Meet Goals

4.   **What is your overall rating of this workshop?**

_1___ ☐ _____2___ ☐ _____3___ ☐ _____4_☐___

Poor   Excellent

Please rate this workshop by checking the item that best reflects your opinion on each of the following:

5.   **This professional learning activity was most useful to me because it (check all that apply):**

_____ presented new information
_____ taught me new skills
_____ deepened my understanding
_____ confirmed what I know and do
_____ presented practical, immediate useful ideas
_____ was not useful at all
_____other (be specific)_____

Ideas for future professional leaning /follow-up sessions or other comments:
_____