

SOUTH COUNTRY CENTRAL SCHOOL DISTRICT



Professional Learning Plan

2023 – 2027

Board of Education	
Name	Role
Cheryl A. Felice	President
E. Anne Hayes	Vice President
Joseph Barry	Trustee
Rafyel Flippen	Trustee
Tara Kavanagh	Trustee
Chris Picini	Trustee
Cameron Trent	Trustee

Central Administration	
Name	Role
Antonio Santana	Superintendent of Schools
Nelson Briggs	Assistant Superintendent for Personnel & General Administration
Beth Doyle	Assistant Superintendent for Curriculum, Instruction & Accountability
Jennifer Segui	Assistant Superintendent for Finance & Management Services

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South Country CSD District Professional Learning Team

Administrators:

Antonio Santana	Superintendent of Schools
Beth Doyle	Assistant Superintendent for Curriculum, Instruction & Accountability
Nelson Briggs	Assistant Superintendent for Personnel & General Administration
Jack Burke	Director of STEM
Kerry Carson	Director of Student Support Services
Jackie O'Hagan	Director of Humanities
Jessica Prush	Assistant Director of Student Support Services
Monica Pullows-Tetuan	Director of ENL, Dual Language & World Languages
Jenna Restivo	Director of Guidance & Counseling Programs
Krista Albrecht	Director of Instructional Technology

Teachers:

Jacqueline Benenati	Elementary Teacher
Andrew Budris	Secondary Teacher
Kristen Fehr-Thompson	Secondary Teacher
Barbara Gallagher	Art Department Chairperson
Shalli Lynch	Secondary Teacher
Victoria Williams	Elementary Literacy Coach

Number of school buildings in District: 6

Number of professional learning teams: 1

Introduction

This Professional Learning Plan for the South Country Central School District describes a vision for adult learning that is collaborative, continuous, job-embedded and focused on improving student achievement so that all learners, both student and adult, reach their full potential. This collaborative model builds on the successful instructional practices and strategies that are used in the school district. A vibrant professional learning culture requires a foundation of respect, trust, mutual interdependence, an active role by all educators and shared belief that improved student learning must remain the ongoing goal for all professional learning. As a school district, we are committed to strengthening a collaborative culture that supports lifelong learning. The South Country Central School District's Professional Learning Program provides opportunities for teachers on an individual, building and district-wide level. Our focus is to improve student achievement with an emphasis on instruction, curriculum and assessment. The Planned Program of Professional Learning (PLP) is a tool to assist teachers in planning and keeping track of their professional learning experiences. The district is committed to providing time and resources to support professional learning on three levels. At the individual level, faculty members are encouraged to pursue interests that connect to professional knowledge and skills related to their instructional assignments. At the building level, teachers are encouraged to seek opportunities that meet established building goals and objectives. The district-wide level focuses on district goals and objectives. Planned programs of activities coordinated are related to the New York State Education Department Standards and Guidance, Next Generation Learning Standards and align with the South Country Central School District's mission, vision, Board priorities and goals.

Vision

We believe that students are the priority in our learning community, each deserving a high-quality education to prepare them as life-long learners and participants in a diverse and rapidly changing world. We believe in the importance of cultivating critical thinking skills; a global along with multicultural perspective; and a respect for the core values of honesty, loyalty, perseverance, and compassion for each other. We believe that high expectations must be met by the equitable allocation of talented educators, leaders, resources, and support. We believe that as partners, mentors, stakeholders, and community members, we are all empowered to work together in order to provide an academic and emotional safe haven for our students where everyone is heard, valued, and respected.

Mission

The South Country Central School District will promote continuous growth and a sense of belonging through the active engagement of every student in a respectful and

collaborative learning environment, characterized by academic rigor and high expectations.

2023-2024 Strategic Planning Goals

1. Create a safe, engaging, supportive and challenging school environment that enables student success while receiving a well-rounded education.
2. Create a culture of appreciation where we hold ourselves accountable for student success and recognize our contribution to those successes.
3. Ensure that each of our students is academically prepared to succeed in college, career, life, and the global economy.
4. Develop and implement an aligned curriculum with core learning expectations to improve the performance of all students, where teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods.
5. Promote efficiency and economy ensuring the district is delivering the best education program with the resources we have so the public gets the maximum educational return for each dollar spent.

Overview of South Country Central School District

Located on the south shore of Long Island, approximately 64 miles east of New York City, the South Country Central School District is a diverse community with a deep sense of history and small-town charm. Its 16-square mile area located in southern Brookhaven Town comprises the Village of Bellport, the hamlets of Brookhaven, East Patchogue and North Bellport, and parts of Yaphank and Medford.

South Country is an ethnically and socio-economically diverse suburban community. The South Country Central School District consists of three elementary schools, one intermediate school, one middle school and one high school. The total number of students enrolled in the District is approximately 4,000.

2022 Student Enrollment Data					
K-12 Enrollment	Male	Female	English Language Learners	Students with Disabilities	Economically Disadvantaged
4,002	2,169	2,057	634	613	2,420
American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian / Other pacific Islander	White	Multiracial

14	629	1,772	62	1,359	166
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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 Bellport Teachers Association and the South Country Administrators Association. Each year the district team is composed of a cross-section of K-12 teachers, academic directors, and building administrators. Members of the district team act as liaisons to buildings and departments. The PL Committee will review the needs and experiences of the staff annually, reflecting teachers' suggestions from in-district workshop evaluations/ surveys, and professional learning community activities.

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:

Teachers may participate and are encouraged to do so, in any number of professional development activities. All workshops will be reviewed and approved by the Assistant Superintendent for Curriculum, Instruction, and Accountability as well as the Assistant Superintendent for Personnel and General Administration. Only activities that are in pedagogy, in the content area of an educator's certification, social emotional learning, mental health, or in language acquisition for English Language Learners will be considered for approval. Workshops may occur during the following meetings:

<u>Meeting</u>	<u>Approximate CTLE hours approved/school year</u>
Superintendent's Conference Days	18 hours
Afterschool PD Contractual Time Elementary	7 hours
Afterschool PD Contractual Time Secondary	8 hours
New Elementary Teacher Afterschool PD	17 hours
New Elementary Teacher Afterschool PD	18 hours
Summer Professional Learning sessions (new teachers)	21 hours

The South Country 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, and in the design and content of teacher professional learning.
- Professional learning is most effective when it takes place in professional learning communities (PLCs). 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/aides, 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 South Country

To meet these standards, South Country Central School District employs Elementary and Secondary subject area directors, principals, and assistant principals who support teachers in professional learning. The district employs seven academic directors across multiple content areas (STEM; Humanities; Instructional Technology; Health, Physical Education & Athletics; Special Education; ENL, World Language & Bilingual Programs; Guidance & Counseling Programs), one Assistant Director of Special Education, six building Principals, nine Assistant Principals, and eleven Committees on Special Education Chairs.

In addition, the South Country Central School District employs four full-time Elementary Literacy Coaches, two ENL Chairpersons, two Special Education Chairpersons (Teacher on Special Assignment), five elementary Math Specialists, Chairpersons in both art and music, a Data Control Supervisor as well as four computer lab assistants.

Teachers and administrators are provided with substantial professional learning opportunities. CTLE activities are designed to improve the teacher's or leader's pedagogical and/or leadership skills and are targeted at improving student performance. Teachers must seek the approval of the Assistant Superintendent for Curriculum, Instruction, and Accountability 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:

- Pedagogy (general or specific in the content area of the certification), and/or
- Content area of the certificate held, and/or
- 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
- ✓ New Teacher Institute / Student Teacher Orientations
- ✓ Out-of-district Visitations
- ✓ In-district Visitations
- ✓ Independent Professional Reading
- ✓ Independent Research
- ✓ District-wide Grade Level Collaboration
- ✓ Department Collaboration

All graduate and in-service coursework must have the prior approval of the Assistant Superintendent for Personnel and General Administration and Assistant Superintendent for Curriculum, Instruction, and Accountability.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL LEARNING PLAN

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 district wide 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.

South Country is committed to an ongoing program of staff development as evidenced by continuous communication among central administration, the teachers' union, teacher assistant union, 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 Teacher Mentoring 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 teachers' union (BTA) both agree that new employees need mentoring as they transition into the South Country Workforce. To that end, the parties agree to form a committee of four (4) BTA unit members. Three (3) members will be BTA Professional Learning Plan (PLP) Committee Members appointed by the BTA

President of which one shall be the Mentor Coordinator and one (1) member administrator from the PLP Committee appointed by the Superintendent of Schools. The committee will be convened during the spring semester of each school year and will be released from instructional duties in order to participate in the selection process. The committee, chaired by the mentor Coordinator, will recommend members from a pool of volunteers after considering factors referenced in the District's PDP Plan Mentoring Program MOA . All newly hired employees will be provided with a mentor for their first year of employment.

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

Role of Mentors:

The mentor will work with their new hire during the school year. The mentors' roles and responsibilities will include:

- A. Meet regularly with the mentees for procedures and planning
- B. Observe (peer coach) mentee four times per year and conference to give feedback
- C. Maintain a log of meetings with the mentee with general topic noted
- D. Attend training on mentoring
- E. Arrange for mentee to observe mentor and other master teachers as needed
- F. Assist the mentee in acclimating within the school and classroom environment; ie. classroom organization and management, high quality instruction, instructional strategies and resources, state and district standards, lesson planning, time management, mandates and assessments, parent conferences, school resources and procedures
- G. Provide expertise and ongoing support
- H. Attend training on mentoring
- I. Arrange for mentee to observe mentor and other master teachers as needed
- J. Assist the mentee in acclimating within the school and classroom environment; ie. classroom organization and management, high quality instruction, instructional strategies & resources, state & district standards, lesson planning, time management, mandates and assessments, parent conferences, school resources and procedures
- K. Provide expertise and ongoing support

Examples of topics and activities addressed by the mentors include, but are not limited to:

- Tour of the building(s)
- Procuring supplies
- Support Staff introductions
- Daily bell schedule
- Procedures for attendance (E-School)
- Procedures for electronic grade book (E-school)
- Dismissal procedures
- Accessing student IEPs/504 (E-school / IEP Direct when applicable)
- Identifying students that are ELL/accommodations required under Part 154
- Cafeteria / Recess Management
- Duty procedures
- Communication Procedures / E-mail / Office 365
- Use of Frontline (observations, PDP sign-ups, course approval process)
- Use of Frontline (using the program and how sick, family, personal, and bereavement time are used)
- Observation process / APPR
- Faculty / Department Meetings
- Tech Request Process
- Discipline process/student referrals
- Course Syllabus
- Meet the Teacher Night
- RTI (MTSS)
- Field Trip Request Process
- Custodial Requests
- How to attend a conference
- Propio / Translation of Documents
- Annual Reviews/C.S.E. Meetings
- Students with ENL Accommodations/Services
- Working with Aides/Teaching Assistants
- Working in Collaborative Classrooms
- Parent Communication
- Phone Correspondence
- Emailing Parents / Remind
- Positive Postcards / Classroom Newsletters
- Lesson planning formats
- Student Support Services
- Family Center, Guidance Counselor, School Psychologist, Social Worker
- Extracurricular activities
- Elementary – Teachers College, F&P assessment, NWEA, IXL etc.

- Secondary – Amplify, Research / Library Media Sites
- Technology Access

Role of the Mentee:

- A. Attend scheduled workshops and the New Teacher Orientation program for at least 30 hours of professional learning
- B. Visit the classroom of their mentor and the classrooms of other colleagues in the school, and when feasible, other schools in the district.
- C. Keep log of activities for documentation of mentoring experience
- D. Regularly work with their mentors to set up their goals for their internship and conference as needed
- E. Complete the program evaluation and internship evaluations forms as required by the program by NYSED

Release Time- For the 2006-2007 school year, there shall be the following release time:

*secondary level- up to twenty-five (25) periods to be used at the mentor's/mentee's discretion during the year

* elementary level- up to five percent (5%) to be used at the mentor's/mentee's discretion during the year

Release time in years subsequent to 2006-07 shall be subject to negotiations between parties

Program Evaluation

The Mentor Committee will develop the program evaluation

Confidentiality

Information obtained by the mentor through the interaction with the mentee while engaged in the mentoring activities of the program may not be used in any form of evaluation of the mentee unless withholding such information poses a danger to the life, health or safety of such individual, including but not limited to students and staff of the District or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character (see SED Regulation Part 100.2)

Immunity

No bargaining unit member who participates in the Teacher Mentoring Program either as a committee member or a mentor may be required to appear at any disciplinary or termination hearing except as set forth above under SED regulations concerning confidentiality.

Preparation of mentors:

- A. Mentoring training including peer coaching
- B. Attend mentor meetings/forums

Types of mentor activities:

- A. Modeling
- B. Peer coaching
- C. Acclimating mentee into school and classroom environment
- D. Arrange for mentee to observe teachers as needed
- E. Assist in planning and integration of standards
- F. Conferencing with mentee
- G. Attend workshops with mentee for stipend/in-service credit

Suggested time allotted for mentor activities:

- A. Superintendent conference days
- B. Summer training
- C. After-school workshops/forums
- D. Planning period/administrative duty with principal's prior approval

Teachers who will be Mentored:

- A. The district will identify members of the teaching staff who, under the Regulations of the commissioner of Education, are required to receive mentoring and will provide the necessary resources.
- B. The BTA will encourage qualified staff members to apply to serve as mentors.

Teachers who may be Mentored:

- A. In addition, the district may provide mentors for the following staff members:
 - 1. Principal/Teacher Requests
 - 2. Teachers new to the Profession
 - 3. Teachers New to South Country having Never Received Tenure
 - 4. Teachers New to South Country having Received Tenure
- B. The BTA will encourage qualified staff members to apply to serve as mentors.

Evaluation of Mentoring Program:

- A. The Mentoring Committee will meet and review the anonymous APPR rubrics of teachers new to the profession to set goals for the next year
- B. The mentees and mentors will complete a survey designed by the Mentoring Committee to evaluate the program

- C. The Mentoring Committee will design, implement and review an evaluation of the mentors
- D. Retention statistics of non-tenured teachers will be collected and reviewed by the Mentoring Committee each year and shared with administration and the Board of Education

Chronology of Mentor Responsibility

- 1. Summer Training and/or During Non School Hours - minimum 6 hours
 - a. Attend Peer Coaching training (if necessary)
 - b. Attend district wide mentor dinner with new teacher
 - c. Tour building/district & help set up classroom
- 2. September - minimum 4 hours
 - a. Discuss classroom set-up, grade books and grading, attendance, procedures and routines, paperwork, supply needs, duplicating, personal & sick day procedures, planning and plan books, contacting parents, Meet the Teacher night, explanation of support personnel, classroom management
 - b. Discuss APPR/observations
- 3. October - minimum 3 hours
 - a. First observation by end of first week
 - b. Conferencing
 - c. Review of September
 - d. Problems and concerns
 - e. Discuss interim reports, parent conferences, holiday procedures, observations, pertinent information
- 4. November - minimum 3 hours
 - a. Discuss grading procedures, report cards, classroom visitations, holiday procedures, pertinent information
 - b. State testing preparations
 - c. Attend mentor forum
- 5. December - minimum 2 hours
 - a. Second observation
 - b. Conferencing
 - c. Negotiating holidays
- 6. January - minimum 2 hours
 - a. End of semester procedures
 - b. Problems and concerns
- 7. February - minimum 2 hours
 - a. Review of 1st semester plan for modifications
 - b. 3rd observation

- c. Conference
- 8. March – minimum 1 hour
 - a. Attend mentor forum
- 9. April – minimum 3 hours
 - a. Last observation by end of 1st week in April
 - b. Review of the year
 - c. Getting ready for May and June
- 10. May – minimum 2 hours
 - a. Getting ready for tests
 - b. Getting ready for end of the year
- 11. June – minimum 1 hour
 - a. Testing schedule
 - b. End of year procedures
 - c. Celebration

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 Mentors:

Mentors must be tenured and be bargaining unit members in good standing. Tenured teachers are preferred as mentors 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 SCCSD 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 Mentors and provide mentoring to a new classroom teacher as part of the South Country 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 three 1/2 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 and participate in 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. The review of the data 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 (BARS), Districtwide Assessments, NYSESLAT, ELA and Math Benchmark Assessments, final exams, Regents and AP exams results.

Professional Learning Focus Areas

Student Curriculum /Assessment

- Next-Generation Learning Standards
- NYS P-12 Standards
- District Curricula
 - STEM
 - TC Advancing Literacy
 - Social Studies/Civics Education
 - Career and Technical Education
 - World Language
 - Dual Language/ENL
 - Fine Arts
- Multi-Tiered system of Supports (MTSS)
- Graduation Requirements for SDWs/ELLs
- Restorative Practices
- IXL
- NWEA
- Fountas & Pinnell
- Clipper PRIDE lessons

Instructional Practice

- Student-Centered Learning
 - Instructional Design
 - Differentiated Instruction
 - Differentiated Assessment Techniques
 - Scaffolding Techniques
 - Integration of Learning Standards
 - Questioning & Discourse
 - Collaborative Learning
 - Content and Language Objectives
- Classroom Environment
 - SEL (including Second Step, Why Try, MindUP)
 - Classroom Management
 - Restorative Practices
 - Civic Engagement and Community Service

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
- 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 intervisitation
- Faculty/Department/Grade Level Meetings
- Professional Periods
- New Teacher Orientation
- Mentoring
- Curriculum Review

Evaluation Sources

- Faculty/Student Surveys
- Technology Survey
- District Committees
- Network Program usage reports
- Frontline

Part 154 Professional Development Requirements

Part 154 Professional Development Requirement Regulations for English as a New Language (ENL) requires teachers and administrators to revisit how instruction is provided to ENL students. In addition, 15% of general education teacher's and Level III Teaching Assistant Certificate Holders' one hundred (100) hours are required to be in the area of instruction for English New Language Learners. For ENL teachers and teachers with a Bilingual extension, 50% of the one hundred (100) hours must include language acquisition in core content area instruction, all with a focus on best practices for co-teaching strategies and integrating language and content instruction for ENLs. For the past five (5) years in the South Country School District, the ENL student

population has been greater than 5% of the total student population. The District will continue to include professional learning sufficient to meet the needs of the District's ENLs in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction of ENLs and that all ENL teachers will receive training sufficient to meet the needs of the District's ENL students in language acquisition in alignment with core content area instruction, including best practices for co-teaching strategies and integrating language and content instruction for ENLs. The District will also adhere to the Annual Assessment and Exit Criteria Requirements of the Part 154 regulations.

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 South Country Central 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:

- South Country Central School District teachers, principals, assistant principals, directors, central administration, 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.

PLC Consultants, LLC
Empowering Language Learners
Susan Resnick

All Teachers & Administrators
All Teachers & Administrators
Elementary & Math teachers

Brian Vorwald	Science & Administrators
Michelle Cassano	ENL Teachers & Administrators
Teachers College Reading & Writing Project	All K – 8 Teachers
American Reading Company Consultants	Elementary Dual Language
Sue Murphy	K-8 Teachers & Administrators
Ambassadors of Compassion	Secondary Teachers & Coaches
Generation Citizen, Civic Readiness:	Social Studies
Facing History	Social Studies
SAVVAS Learning Co. Consultants	Elementary Teachers
John Krownapple and Floyd Cobb	Equity Leaders Committee
Suffolk County SPOA	Psychs/Social Workers/Guidance
FACE, Pedagogy focused on SWD	All Teachers
Department of Social Services	Psychs/Social Workers/Guidance
LGBTQ+ Network	All Teachers & Administrators
South Oaks	All Teachers
Northwell Health	All Teachers
Federation of Organizations	Elementary Teachers
IAC	SPED Teachers
Consulting that Makes a Difference–Diane Ripple	Special Education Teachers
ESBOCES Technology Consultants	All Teachers
New York State United Teachers General Counsel	All 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 are recommended to 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	3 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
- Professional Learning Communities (PLC)
- Professional Learning Workshops

All workshops will be reviewed and approved by the Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent for Personnel and General Administration . 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, A-TSI, Title 1
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	Longitudinal data
X	Teacher surveys
X	Student surveys
X	Community surveys
X	Other (specify):

District Resources

Fiscal Resources:

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

Staff Resources:

X	Curriculum Developers
X	Content Specialists
X	Exemplary Teachers
X	Literacy Coaches
X	Administrators

Providers:			
South Country Administrators' Association	Bellport Teachers' Association	Institutions of Higher Education (ie: Teachers College)	Board Approved Educational Consultants (See Page 22)
NYSUT Workshops	Eastern Suffolk BOCES	Western Suffolk BOCES	Nassau BOCES
Teacher Resource Center	Long Island Crisis Center	Renaissance Learning	Facing History & Ourselves

SAVVAS	Intervention Central	Gizmos	Farmingdale College
Delta Math	IXL		

Community:

X	Major employers
X	Community-based organizations: Lighthouse Mission, YMCA, Boys and Girls Club
X	Parents