

Patchogue-Medford School District



**Professional Development Plan
2026-2031**

Table of Contents

Section	Page
2025-2026 Committee Members	3
Section I – District Professional Learning Plan Framework	4
Introduction	4
Identification of Professional Learning Activities	4
District Goals	5
Needs Assessment and Data Analysis	5
Professional Learning Priorities and Focus Area	6
Section II – Professional Learning Requirements and Opportunities	8
Professional Learning Requirements	8
CTLE Recordkeeping Requirements	9
CTLE Language Acquisition Requirements	9
Opportunities for Professional Learning Hours	9
Superintendents’ Conference Day	10
Faculty Meetings	10
Department Meetings	10
Building Educator Capacity Through Professional Learning	11
Curriculum Writing Projects	11
Overview of Professional Learning Opportunities	12
English Language Learners (ELLs)	12
Instructional Practices	13
Personal Development	14
Students with Disabilities	15
District-Sponsored Professional Learning through MESTRACT	15
New Teacher and Teaching Assistant Buddy Program	15
Buddy Roles and Responsibilities	16
Criteria for Buddies	17
GCN Required Annual Training	20
Section III – Classroom Walkthroughs as a Tool for Continuous Improvement	21
Appendix I – New Teacher Orientation Program	23
Appendix II – Frontline Education Professional Learning System	24
Appendix III – Professional Learning Report	25
Appendix IV – Professional Learning Impact Survey	27

2025-2026 Committee Members

Name	Title
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Kimberly Hochberg	Director of Special Services
Christine Padolecchia	Assistant Principal, Eagle Elementary
James Richroath	Executive Director of Technology
Emily Wernau	Director of Elementary Humanities
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Matthew Neuss	Teacher
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Chryse Sacco	Teacher, Parent
Kevin Toolan	Teacher, PMCT President
Amanda Wood	Teacher

Section I

Introduction

The Patchogue-Medford School District recognizes that quality professional development is valuable and important to improve instruction and learning. The district views it as essential to the full achievement of its mission...

...to inspire curiosity and confidence; and through creative learning opportunities, we'll cultivate talents so our students and staff can realize their unique potential.

Section 100.2 of the Regulations of the Commissioner of Education requires that each school district create and implement a plan for professional development by September 1, 2000. This plan should "...describe how districts will provide all teachers with substantial professional development opportunities."

The Patchogue-Medford School District Professional Development Plan provides an overview of professional enhancement opportunities available district-wide.

Identification of Professional Development Activities

Each year, the Patchogue-Medford Board of Education establishes district goals that reflect the evolving needs and priorities of the school community. These goals are communicated annually to K–12 staff, students, families, and community stakeholders to ensure a shared understanding of the district's vision and objectives.

To support the development and ongoing review of the District Professional Learning Plan, the district annually solicits volunteers to serve on the Professional Learning Plan Committee. Teacher 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. The committee is composed of a representative cross-section of K–12 teachers, academic directors, and building administrators. Committee members serve as liaisons to their respective schools and departments, ensuring broad representation and communication across the district. The Professional Learning Plan Committee reviews staff needs annually and uses feedback gathered through workshop evaluations, surveys, and other sources to inform future professional learning opportunities.

Consistent with the requirements of Part 80 of the Commissioner's Regulations, teachers are expected to complete 100 hours of Continuing Teacher and Leader Education (CTLE) every five years. On average, district teachers participate in approximately 40 hours of professional learning annually through district-sponsored opportunities embedded within the contractual work year. Professional learning activities are offered through a variety of formats, including Superintendent's Conference Days, contractual professional development periods, Professional Learning Community (PLC) meetings, and department or building-level meetings. These opportunities are designed to support district goals, enhance instructional practices, and improve student outcomes. All professional learning activities must be reviewed and approved by the Assistant Superintendent for Curriculum and Instruction. Approval is granted only for activities that align with an educator's certification area, pedagogical practice, leadership development, or language acquisition strategies for English Language Learners.

Professional learning opportunities may include, but are not limited to:

Professional Learning Activity	Approximate CTLE Hours Per School Year
Superintendent's Conference Days	18 hours
After-school Professional Development (Contractual Time)	6 hours

Professional Learning Activity	Approximate CTLE Hours Per School Year
Contractual Professional Development Period	30–48 hours
Contractual Professional Learning Community (PLC) Time (Secondary)	72 hours
After-school Department/Building-Level Meetings	10 hours

Teachers are encouraged to participate in a wide range of professional learning opportunities beyond those required by contract. Many educators exceed the average annual amount of professional learning as they pursue additional workshops, courses, conferences, and other activities to support their professional growth and enhance student learning.

District Goals

We recognize that several core principles guide the Board of Education in its decisions and actions on behalf of our students and community. The mission of the Patchogue-Medford School District is to provide diverse pathways and enriching opportunities that foster meaningful learning experiences for all students. Our vision is to inspire curiosity and confidence while cultivating individual talents through innovative and engaging learning opportunities, enabling both students and staff to realize their unique potential.

The district is committed to developing students as independent thinkers, effective problem-solvers, and lifelong learners. We strive to empower every student with the knowledge, skills, and dispositions needed to meet the challenges of an ever-evolving world. To support this goal, the district will provide a safe, inclusive, and nurturing environment where diversity is valued, individual and civic responsibility are encouraged, and all students are given the opportunity to achieve their highest potential.

Need/Data Analysis for Professional Development Plans

The Patchogue-Medford School District Professional Development Planning Team members have reviewed the many new mandates and initiatives that have been adopted/adjusted both in New York State and nationally. We will continue to monitor our data and provide additional training in focused areas of need. In creating our Professional Development Plan, we utilized the following needs/assessment sources:

Annual Professional Performance Review (APPR)	Walkthrough Data
BEDS Data	Standardized and State Assessments
Graduation and drop-out rates	State benchmarks for student performance
iReady	Teacher and administrator input
AP Results	

The District Professional Development Plan includes a diverse range of training opportunities designed to address the needs of students, educators, and the district as a whole. Particular emphasis has been placed on standards review, data analysis, and the use of evidence-based practices to support continuous improvement. Many of the planned professional learning activities are intended to deepen educators' knowledge and understanding of current district initiatives and instructional strategies that promote student achievement. These efforts are closely aligned with and support the district's overarching goals and priorities. To achieve the objectives outlined in the District Professional Development Plan, the district will utilize a variety of internal and external resources, including:

- Eastern Suffolk BOCES
- MESTRACT

- Molloy University
- Nassau BOCES
- Patchogue-Medford staff members
- Western Suffolk BOCES
- Various consultants

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.

American Reading Company Consultants	Elementary Dual Language teachers
Berckemeyer Consulting Group	Middle School teachers
CMG Ed Group, LLC – Prof. Development & Coaching	Middle School teachers
Curriculum Associates Consultants	All Teachers using i-Ready
Cynthia Rice – Educator Essentials Prof. Development	All secondary teachers
Emily Kan, Science Consultant	Secondary Science teachers
ES BOCES – Nicole Cowan – New Teacher Certification	All teachers
ES BOCES – Deb DeLuca – APPR Recertification Training	All administrators
ES BOCES – Dr. Shane Beauford/IDE Corp.	All staff
SAVVAS Learning Co. Consultants	Elementary and Middle School teachers
Teach the World to Read LLC, DBA EBLI	All reading and kindergarten teachers

We will focus our efforts on a select number of goals. For 2026-2027 these areas will be:

- Artificial Intelligence
- Behavior Management and Restorative Practices/Circles
- Cultural Proficiency
- Data Analysis
- Differentiated Instruction and Response to Intervention (RTI)
- English as a New Language (ENL) and Part 154-2 Requirements
- Integrated Co-Teaching (ICT)
- Instructional Technology and Technology Integration
- Mentoring Program
- Professional Learning Communities (PLCs)
- Providing Growth-Producing Feedback to Teachers and Students
- School Safety
- Social-Emotional Learning (SEL) and Mental Health
- Specific Content Area Training

Qualitative and Quantitative Needs Assessment

To ensure that professional learning opportunities are responsive to district priorities and staff needs, the Patchogue-Medford School District utilizes both quantitative and qualitative data sources as part of its ongoing needs assessment process.

Quantitative data sources include, but are not limited to:

- State assessment and Regents examination results
- i-Ready diagnostic and growth data
- AP performance data
- Graduation, dropout, and attendance rates
- APPR data and teacher evaluation trends
- Student subgroup performance data
- Classroom walkthrough data and implementation metrics
- Enrollment, BEDS, and demographic information
- Participation rates in professional learning activities

Qualitative data sources include, but are not limited to:

- Teacher, administrator, and staff surveys
- Professional learning evaluation forms
- Committee feedback
- Professional Learning Community (PLC) discussions
- Department and faculty meeting feedback
- Classroom observations and reflective conversations
- Input from charipeople, directors, and building leaders
- Parent and student feedback when appropriate

The district will review both quantitative and qualitative data annually to identify areas of strength, determine professional learning priorities, and support continuous improvement efforts across all schools and departments.

Measuring the Impact of Professional Learning

The Patchogue-Medford School District is committed to evaluating the effectiveness of professional learning opportunities and their impact on educator practice and student outcomes. The district will utilize survey data and multiple measures of evidence to assess the quality and effectiveness of professional learning experiences.

Professional learning impact will be measured through:

- Participant feedback surveys administered following workshops, conferences, and district professional learning sessions.
- Annual district professional learning surveys to assess staff perceptions regarding the relevance, quality, and applicability of professional learning opportunities.
- Self-assessments and reflections completed by participants regarding changes in knowledge, skills, and instructional practice.
- Analysis of classroom walkthrough trends and evidence of implementation of learned strategies.
- Professional Learning Community (PLC) discussions and collaborative reflections.
- Administrator observations and feedback regarding instructional implementation.
- Review of student performance data and other relevant outcome measures connected to district initiatives.

Survey instruments may include measures examining:

- Relevance of professional learning content to educators' work.
- Quality of facilitation and resources provided.

- Increased knowledge and confidence related to the topic.
- Intended and actual implementation of new practices.
- Perceived impact on student engagement and achievement.
- Recommendations for future professional learning opportunities.

Findings from survey results and other evaluation measures will be reviewed annually by the Professional Learning Plan Committee and district leadership team. This information will be used to refine professional learning offerings, ensure alignment with district goals, and support continuous improvement in teaching and learning throughout the district.

Section II

Professional Development Requirements

Holders of a Professional Classroom Teaching Certificate, Educational Leadership Certificate, or Preprofessional Teaching Assistant Certificate who are employed in a New York State school district or BOCES are required to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period. These CTLE hours may be completed at any time within the registration cycle; however, hours earned during a previous registration period may not be carried over to a subsequent registration period.

To support educators in meeting these requirements and to promote continuous professional growth, the Patchogue-Medford School District provides a comprehensive system of instructional support. At the elementary level, the district employs two full-time chairpersons on special assignment—one in Humanities and one in STEM—who serve as instructional coaches and work collaboratively with academic directors to support classroom teachers. Additional support is provided through a full-time Instructional Technology Specialist and an ENL Chairperson, who assist teachers in integrating technology and implementing effective strategies to meet the needs of English Language Learners.

At the secondary level, the district employs two chairpersons in Humanities and two chairpersons in STEM who partner with academic directors to provide instructional leadership and professional learning support. Similar to the elementary level, secondary staff are supported by a full-time Instructional Technology Specialist and an ENL Chairperson. Districtwide, subject-area directors, principals, assistant principals, and other instructional leaders play an active role in facilitating professional learning and supporting instructional improvement.

The district's leadership structure includes twenty academic directors representing multiple content areas, eleven building principals, eight assistant principals, and five assistant directors for special education. In addition, a full-time School Data Coordinator supports the collection, analysis, and use of student achievement data to inform instructional decision-making and professional learning initiatives.

All teachers and administrators participate in Professional Learning Communities (PLCs) that meet regularly throughout the school year to support building, department, and district goals. These collaborative structures provide opportunities for educators to engage in ongoing reflection, data analysis, instructional planning, and the sharing of effective practices. The district is committed to providing meaningful professional learning experiences that strengthen pedagogical and leadership skills and ultimately improve student outcomes. All CTLE activities must be reviewed and approved by the Assistant Superintendent for Curriculum and Instruction to ensure alignment with state requirements and district priorities. Professional learning opportunities are approved when they support the advancement of teaching and educational leadership and contribute to improved student achievement. Acceptable CTLE activities include those focused on:

- Content areas related to an educator's certification(s)
- Pedagogy, including general instructional practices and content-specific instructional strategies
- Language acquisition and instructional approaches that support English Language Learners
- Social-Emotional Learning (SEL) and personal development
- Effective practices and supports for students with disabilities
- Educational leadership and school improvement
- Data-driven decision making and student performance analysis
- Technology integration and instructional innovation

Through these supports and opportunities, the Patchogue-Medford School District fosters a culture of continuous learning, professional excellence, and collaborative growth, ensuring that educators are equipped to meet the diverse needs of all students.

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 - Preprofessional Teaching Assistant 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.

OPPORTUNITIES FOR PROFESSIONAL LEARNING HOURS

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: Two full days before the start of the school year
- Grade/Department Level Meetings: one hour per meeting for a total of 5 meetings per year

Building Level Activities

- Faculty Meetings: one 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 school. Elementary are assigned two, 40-minute PDPs per week and secondary teachers are assigned two, 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.

Superintendent's Conference Day

Each year, the August/September Superintendent's conference Day provides K-12 staff with the opportunity to participate in various workshops. The plan for this day is developed based on feedback gathered from staff. In past years, K-12 staff participated in workshops which addressed, but not limited to, the following topics:

- Integrating technology into the K-12 classroom
- Cultural Proficiency
- Overview of Response to Intervention
- Utilizing data to improve instruction
- Aligning K-12 literacy skills
- Next Generation Learning Standards

Faculty Meetings

Staff are required to attend five (5) faculty meetings per year which will address building-wide information. These meetings will be directed by the principal or designated administrator. The discussion topics can include: general housekeeping concerns/issues, celebrations/positive/good news, school violence/prevention/intervention training, and/or health and safety training.

Department Meetings

Staff are required to attend five (5) department meetings per year which will address content-specific information. These meetings will be directed by the director or designated administrator. The discussion topics have included: state education department updates, revisions in content, curriculum mapping, and/or collaboration.

Building Educator Capacity Through Professional Learning

The overarching purpose of all professional learning initiatives is to strengthen educators' capacity to support and advance high levels of achievement for every student. Professional learning opportunities are designed to enhance instructional effectiveness, improve student outcomes, and align with both district priorities and New York State Education Department expectations. To achieve these goals, professional development activities focus on several key areas:

- Deepening educators' content knowledge and understanding of the subjects they teach.
- Strengthening the application of research-based instructional practices and effective teaching strategies.
- Expanding teachers' ability to utilize a variety of assessment methods to accurately measure, monitor, and support student learning.
- Enhancing classroom management skills and providing educators with effective strategies to support student engagement, behavior, and learning in diverse instructional settings.
- Promoting the use of data-driven decision-making to inform instruction and improve student achievement.
- Supporting inclusive practices that address the needs of all learners, including English Language Learners and students with disabilities.
- Building educators' capacity to foster social-emotional learning, student well-being, and positive school climates.

Through these efforts, the district seeks to cultivate a culture of continuous improvement, ensuring that all educators are equipped with the knowledge, skills, and resources necessary to help every student reach their full potential.

Curriculum Writing (including but not limited to):

- 1st Grade Shared Reading & EBLI Enhancements
- 3rd Grade PBI Writing
- 4th Grade PBI Writing
- 4th Grade Social Studies Assessments
- 5th Grade PBI Writing
- 5th Grade Social Studies Assessments
- 6th Grade SLA
- 6th Grade Social Studies Assessments
- Advanced College Prep Algebra - Update
- Algebra 1 NGMS Update
- Aligning Secondary Social Studies Skills and Standards 7-12
- Anatomy and Physiology - New Course
- AP Statistics - New Standard Alignment
- Bilingual Algebra 1 - Update
- Bilingual Living World - Update to Align to NGSS
- College Adv Spanish & Composition
- Connecting Shared Reading & Phonics
- Curriculum Writing for New Greek Mythology Class
- DL 3-5 SAVVAS Writing & PBI
- DL K-2 SAVVAS Writing & PBI

- ELA 11/12 - Update for ELLs/FELLs
- ELA 9 - Update for ELLs/FELLs
- ELA Reading/Writing MS - Update for ELLs/FELLs
- ENL Curricular
- Forensic Science - New Course
- French 3
- Geometry NGMS Update
- Global French/European French H
- Grade 6 Lesson Zero
- Group Fitness (New Class)
- Intro to Animation and Game Design - Update
- Kindergarten Writing in the Content Areas
- Math 6 Bilingual - Update for Newcomer Students
- NGSS Chemistry - New Course
- NGSS Physics - New Course
- Pre-Calculus - New Course
- Progress Monitoring Benchmarks
- SAVVAS
- SAVVAS Experience Science Spanish Resources
- Spanish 1
- Spanish 4H
- Spanish 9 Culture Awareness
- Sports Media/Theatre Tech
- Strength Training (New Class)
- Updating and Digitizing AP World History Assessments
- Updating Vocabulary Units Grades 9-12

Overview of Professional Development Opportunities (including but not limited to):

The professional development available to staff is generally clustered in the following areas:

- English Language Learners
- Instructional
- Instructional Technology
- Personal Development
- Students with Disabilities

English Language Learners (including but not limited to):

- Scaffolding Social Emotional Learning for MLLs
- Giving ELLs Strategies for Building Sentences and Paragraphs
- Building a Home-School Connection to Support ELLs and Their Families
- "Differentiating and Scaffolding for ELLs in an Integrated Classroom Using Technology"
- To Translate or Not to Translate? Supporting ELLs/MLLs Through Strategic Translanguaging
- Fortaleciendo el Idioma del Hogar: Estrategias para Programas Dual Language y Transitional Bilingual Education 6-12
- Language Acquisition: Understanding our ELLs and MLLs to better serve them

- Distinguishing Language Acquisition vs. Learning Disability in English Language Learners
- Giving ELLs Strategies for Building Sentences and Paragraphs
- Scaffolding Instruction for ELLs
- The Science of Reading and Bilingual Education: Strategies for Effective Instruction
- Getting Familiar with your Student's ENL levels
- Oral Language and Oracy
- Differentiating and Scaffolding for ELLs in an Integrated Classroom Using Technology
- SIOP in Action: Making Content Comprehensible for Every Learner
- Belonging Before Fluency: Cultivating Connections for ELL/FELL Success
- Differentiating SAVVAS curriculum for ELL's and SWD's- Resources for the 5 day reading and writing routine
- Belonging Before Fluency: Cultivating Connections for ELL/FELL Success
- Engage, Support, Succeed: Encouraging total participation in all domains for Multilingual Learners
- Singing, Moving, Belonging: Supporting English Language Learners in Elementary General Music
- Seal the Deal: Understanding and Encouraging The NYS Seal of Biliteracy
- Supporting the Needs of ELLs and FELLs in the Mainstream ELA Classroom
- Seal the Deal: Understanding and Encouraging The NYS Seal of Biliteracy
- Oral Language and Oracy
- Making Learning Relevant: Using Student Experiences in the Classroom
- Grades K-5 Dual Language Collaboration and Coteaching
- Engaging Students in their Learning
- Specially Designed Instruction
- Co-Teaching

Instructional (including but not limited to):

- America 250 - Social Studies Lesson Making
- Gardening in Education
- Elementary Classroom Agriculture and Cross Curricular PBL
- Dig into PBL
- From Click to Credit: Course Requests 101
- EBLI for Kindergarten Teachers
- EBLI for Reading Teachers
- EBLI for Kindergarten Teachers
- Resource development and organization for World Language teachers of all levels.
- Resource Development and Organization for World Language Teachers of All Levels.
- Strategies to Support Vocabulary and Comprehension in the Classroom
- STRATEGIC MATH INSTRUCTION: PRACTICES THAT SUPPORT STUDENT THINKING
- Strategies to Master FLACS Speaking Assessments
- Implementing HIIS Strategies in the World Language Classroom
- Small Shifts, Big Impact: Practical Classroom Strategies That Work
- I-Ready Math (For all new Elementary Classroom Teachers)
- Next Generation Standards Alignment for MS/HS Math - Secondary Math Teachers
- Next Generation Standards Alignment for MS/HS Science - Secondary Science Teachers
- NGMS Unit/Resources Development - Secondary Math Teachers

- NGSS Unit/Resource Development - Secondary Science Teachers
- Navigating Art Censorship in the High School Classroom
- Planning & Classroom Management for Secondary Special Area Teachers
- Standards-Based Small Group Instruction for Math
- STANDARDS BASED MATH INSTRUCTION GRADES K-5
- Assessment reflection by students
- Band and Orchestra Reading Session
- From Shell to Chick: Bringing Life Cycles to Life in the Classroom
- Next Generation Middle School/Earth and Space Science State Investigations
- Geometry & Measurement Grades 3-5
- Best Practices for Music Literacy
- Preparing your students for a NYSSMA solo and majors festival.
- Making Learning Visible — What It Looks Like in Action
- PD Team Building Event: “Battle of the Books: Staff Edition”
- Active Shooter Crisis Response
- Socratic Seminar with English Language Learners
- Bridging Gaps: Comprehensive Support for School Avoidant Students
- Integrating a Mindful Minute into Daily Classroom Practices
- Home Instruction 101 - Administration and Clerical only
- Teaching the process of making sourdough bread promotes healthy food choices, collaboration, and an appreciation for sustainable practices.
- Designing Student-Centered Learning Experiences Aligned to the NYSSLS

Instructional Technology (including but not limited to):

- Canva for the Classroom
- Digital Shortcuts for Smarter Teaching: Unlocking Online Tools Inside and Out
- AI-Powered Project Design Virtual Workshop
- Canva - Work Smarter with Ai
- Digital Workspace Reset using OneDrive and Outlook
- Best Features and Uses of District Tools in the Classroom
- Hudl for Coaches: Film Analysis & Program Development
- Using Instructional Technology to Communicate with Parents
- Using the Cricut machine for your classroom.
- AI in Action: Real Classroom Uses That Actually Work
- Classroom Screen with a Promethean Board
- AI Canva
- Incorporating the Promethean Board "Everything" Application within the classroom.
- Empowering Students with MagicStudent Tools

Personal Development (including but not limited to):

- Reflect, Create, Preserve: A Scrapbooking Journey for Serenity and Wellness
- Master Scheduling Collegial Circle - Comanzo, Zanfardino, Petrosino, Forman, Ott, Mrozckowski
- Start your Sourdough Journey with Oppedisano and Faccioli
- CPR and First Aid - Stop the Bleed Training
- Beyond the net: teaching strategies and professional practices through badminton play

- Excel for Intermediate Users
- Designing Meaningful Field Trip Experiences
- Understanding and supporting children during Grief
- Navigating the New Online NYSSMA Manual & Using Mail Merge for Student Communication

Students with Disabilities (including but not limited to):

- The Nuts and Bolts of CSE
- Understanding IEPs & 504 Plans
- Teachtown Summer Kickoff
- Understanding Student Behavior: Distinguishing Between Sensory, Communication, and Behavioral Needs in Elementary Students
- Progress Monitoring Tips and Tricks
- Positive Behavior Support Strategies for Teaching Assistants
- Using Canva to Differentiate SAVVAS Materials
- Writing Effective IEP Goals using AI Tools
- Positive Behavior Support Strategies for the Classroom
- Understanding ODD and ADHD: Practical Classroom Strategies for Support and Success
- AI-Powered Scaffolding: Designing Accessible Materials for Diverse Learners
- Using AI to Differentiate Instruction
- Using The Written Word For Legally Defensible Classroom Documents
- Understanding and Managing Purposefully Disruptive Behavior in the Classroom
- Successful Partnerships in the Co-Teaching Classroom
- Inclusive Practices in Physical Education and Special Areas
- Advocating for Vision Awareness in the School Setting
- Centers for Pre-K & Kindergarten Classrooms to Promote Strengthening and Coordination
- Strategic Movement Breaks for a Regulated Classroom

In-Service District Sponsored Workshops/Training

MESTRACT provides a wide range of professional learning opportunities, including in-service and graduate courses, workshops, seminars, and specialized programs for educators, support staff, and members of the educational community. These offerings are designed to strengthen instructional practices, expand professional knowledge, enhance educational skills, and support improved student achievement.

Courses and workshops are available after school, during evenings and weekends, and throughout the summer to accommodate a variety of schedules. MESTRACT collaborates with colleges, universities, and professional organizations to offer high-quality learning opportunities at reduced tuition rates. In addition, MESTRACT serves as a valuable resource for staff and community members seeking professional development opportunities, instructional materials, and information about programs available through other Long Island teacher centers and educational organizations.

In-service courses are generally offered for a minimum of 15 hours, allowing participants to earn one in-service credit. Teachers and teaching assistants may also enroll in professional development workshops and courses to accumulate the hours necessary to meet certification requirements and support ongoing professional growth.

New Teacher and TA Buddy Program

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/CSE 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. Technology Access

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 with 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 and TAs are required to attend a two-day summer orientation program before school starts. 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

New Administrator Buddy Program

The PMAA Mentoring Program is designed to provide newly appointed administrators with the knowledge, guidance, and support necessary to successfully transition into their leadership roles within the district. Through a structured and collaborative mentoring relationship, participants will develop a comprehensive understanding of district systems, organizational structures, operational procedures, and leadership expectations.

The program emphasizes three key areas of growth: organizational acclimation, cultural integration, and leadership development. Mentors will assist administrators in navigating district protocols, budgetary and personnel processes, technology platforms, evaluation systems, and instructional priorities while fostering an understanding of the district's mission, vision, and strategic goals. In addition, mentors will serve as trusted professional partners, providing ongoing opportunities for reflection, problem-solving, and professional growth.

Through regular meetings, targeted support, and meaningful professional learning experiences, the mentoring process promotes effective leadership practices, strengthens decision-making skills, and builds the capacity of administrators to lead with confidence, collaboration, and integrity. The ultimate goal of the program is to ensure that administrators are well-equipped to support students, staff, and the broader school community while advancing district priorities and maintaining a culture of continuous improvement.

1. Ensure that there is an understanding and accessibility to district systems, protocols, and structures.
 - a. Tour of district buildings and introductions to key staff members.
 - b. Debrief district/building goals and how that drives individual goals.
 - c. Review district office provided job expectations including daily schedule and work hours.
 - d. Ensure that office staff has provided table of organization, phone extensions, staffing lists, relevant distribution lists and relevant schedules.
 - e. Assist with crafting schedules as they pertain to the role.
 - f. Ensure that technology is available and working such phone set up and use.
 - i. Review how to submit a tech request.
 - ii. Review how to complete a copy request.
 - iii. Review how to access building use forms.
 - iv. Review how to access Frontline and schedule visits.
 - v. Review PDP requests and once approved how to schedule substitutes if needed.

- g. Assist with coordinating technology support:
 - i. Outlook
 - ii. Microsoft 365
 - iii. nVision / TimePiece
 - iv. ESchool
 - v. Parentsquare
 - vi. Frontline
 - vii. BARS
 - viii. Secure Print
 - ix. SchoolFront
 - x. OLAS
 - xi. Classlink
- h. Review evaluation process
 - i. APR
 - ii. APPR (Review Danielson Rubric)
 - iii. Review process for counseling employees including the need for Union representation and follow-up counseling memos if needed.
- i. Ensure all mandated evening events are on the calendar.
- j. Ensure Admin, curriculum council and walkthrough meetings are on the schedule.
- k. Ensure that there is an understanding of safety and crisis plans.
- l. Assist with the development of budgets.
 - i. Describe the types of codes used for purchases and services.
 - ii. Transfer of funds
 - iii. Budget preparation schedule and closing of budget.
- m. Purchasing procedures
- 2. Assist and guide with acclimating to district culture.
 - a. Review work policies and procedures:
 - i. The Board Policies (and where to find them)
 - ii. HR OneNote & Manuals
 - iii. Review Hiring Responsibilities
 - iv. Review Hiring Procedures
 - v. Instructional Services OneNote & Manuals
 - vi. Special Education OneNote & Manuals
 - vii. PMCT Contract
 - viii. PMAA contract
 - b. Review district mission and vision:
 - i. DEI initiatives
 - ii. SEL initiatives
 - iii. Informed decision making
- 3. Serve as a pillar of personal leadership support.
 - a. Schedule weekly meetings with mentor to reflect, refine and problem solve.
 - b. Assist with crafting an action plan as it pertains to the role and district office priorities.
 - c. Support in beginning and middle end conversations with District Office to ensure expectations and priorities are met.
 - d. Schedule check-ins with gradual release grounded in professional development.
 - e. Suggest important list serves, professional communities, professional development opportunities.
 - f. Ensure that the required Professional Development hours are met.

- i. Guide the administrator in prioritizing which professional development they will provide.
 - ii. Assist in accessing the PDP submission form and procedures.
- g. Schedule peer faculty or department meeting visitation (including how to plan for and conduct said meetings)
- h. Support conversations on how to approach challenging teachers or other staff the administrator may be responsible for.
 - i. Documentation of evidence
 - ii. Meeting with PMCT or other union representation
- i. Communicating with building and district administration to ensure decisions are made in a collaborative fashion.

GCN Training

All K-12 staff members participate in mandatory GCN training. This training include:

- | | |
|---|--------------|
| 1. AED (Automated External Defibrillator) | (18 minutes) |
| 2. Allergy Management/Food Allergies | (21 minutes) |
| 3. Bloodborne Pathogens | (20 minutes) |
| 4. Digital Security and Protection | (19 Minutes) |
| 5. Dignity for All Students Act/Code of Conduct (DASA) | (09 minutes) |
| 6. Patchogue-Medford School District Annual Safety Training | (25 minutes) |
| 7. Sexual Harassment NY – State Mandated | (25 minutes) |
| 8. Student Data Privacy (NY Ed Law Section 2-d) | (20 minutes) |
| 9. Suicide Prevention | (16 minutes) |
| 10. Workplace Violence Prevention – NY | (15 minutes) |

Section III

Classroom Walkthroughs as a Tool for Continuous Improvement

The Patchogue-Medford School District believes that fostering a culture of classroom walkthroughs contributes to continuous improvement and increased student achievement across all grade levels. Walkthroughs are not isolated activities; rather, they are intentionally connected to the district's broader instructional improvement efforts and organizational practices. They support and reinforce district initiatives such as the implementation of the New York State Next Generation Learning Standards, curriculum alignment, technology integration, Response to Intervention (RTI), STEM education, data-informed instruction, and collaborative peer coaching models across content areas.

As part of a comprehensive approach to school improvement, walkthroughs provide valuable opportunities for instructional leaders, teachers, and students to engage in meaningful dialogue about teaching and learning. They serve as one of many tools used to promote collaboration, reflection, and instructional growth throughout the district. By gathering real-time information about classroom practices and student engagement, walkthroughs help support ongoing efforts to improve teaching and learning outcomes for all students.

Classroom Walkthroughs Are:

- Brief, informal visits to classrooms
- Conducted by instructional leaders and administrators
- Focused on observing instructional practices, student engagement, and designated “look-fors”
- Intended to provide insights into teaching and learning trends across classrooms
- Opportunities for reflective dialogue and constructive feedback
- A means of supporting professional growth and continuous improvement
- Focused on enhancing instructional practices and increasing student achievement
- Not part of a formal teacher evaluation process

Through the consistent use of walkthroughs, the district seeks to build a collaborative culture of learning, strengthen instructional practices, and support the success of every student.

1. Why is there an increasing interest?

- a. Instructional leadership
- b. Professional Learning Communities
- c. Standards-based curriculum
- d. Curriculum and instruction initiatives
- e. Shift from teacher-focus to student-focus

2. School Benefits

- a. Acquire additional data about teaching and student learning
- b. Determine incorporation of new curriculum & instructional initiatives
- c. Promote collegial and collaborative conversations

3. Observer Benefits

- a. Establish role as instructional leader
- b. Maintain visibility and accessibility
- c. Become aware of teaching and learning across multiple disciplines

4. Teacher Benefits

- a. Reflect on own instructional and curricular practices
- b. Engage in collegial and reflective conversations
- c. Identify own professional development needs

5. Components of Walkthroughs

- a. Instruction
- b. Student Engagement
- c. Environment
- d. Classroom Appearance

Appendix I

New Teacher Orientation Program (including but not limited to)

Day 1:

8:00 AM – 8:15 AM

8:15 AM – 8:30 AM

Welcome Breakfast

Introductions:

- Superintendent of Schools
- Assistant Superintendents
- Patchogue-Medford Administrators Association (PMAA)
- Patchogue-Medford Congress of Teachers (PMCT)

8:30 – 8:45 AM

Group Photo

8:45 – 9:10 AM

Employee Assistance Program (EAP) Overview

9:15 AM – 10:15 AM

NYS Certification Update

10:15 AM- 10:30 AM

Break

10:30 PM – 11:30 PM

The 1st Days of School By Harry Wong (classroom management and procedures)

11:30 AM – 12:30 PM

PMCT Overview

12:30 PM – 1:30 PM

Lunch / Introduction of Buddies (All Administrators and Operational Supervisors)

1:30 – 3:00 PM

Teachers: Time in classrooms

Teaching Assistants: Meet with respective Directors (Special Education, CTE, Targeted, Bilingual)

Day 2:

8:00 AM – 8:05 AM

Welcome-arrival

8:05 AM – 8:30 AM

District Procedures: Assistant Superintendent of Human Resources

8:30 AM – 9:30 AM

Instructional Updates: Assistant Superintendent for Curriculum and Instruction

9:30 AM – 9:45 AM

Break

9:45 AM – 11:00 AM

General Technology Updates: Technology Director

11:00 AM – 12:00 PM

Special Education Updates: Assistant Superintendent of PPS

12:00 PM – 1:00 PM

Lunch

1:00 PM – 1:45 PM

Instructional Updates Continued: Assistant Superintendents

1:45 PM – 2:15 PM

Community Video and Discussion

2:15 PM – 3:00 PM

Break Out sessions by Department / Time on your own

Appendix II

FRONTLINE EDUCATION

Step by Step Guide:

- Log into Frontline (accessible under *Staff Resources* on the district website).
- If you are unable to log in, contact Human Resources at Ext. 6340.
- Within the *My Info* section, you will be able to view current and past activities that you have taken.
- View your Portfolio
 - Click the *My Portfolio* link to view your professional development activities, either for the Current Year or Year by Year.
- View the *Activity Catalog*
 - Select Activity Catalogs > Catalog (left menu).
 - Under Programs, select which type of activity you are looking for. There is a separate program for each activity we offer (*PDP/PLC, Afterschool PD, Department Meetings, Faculty Meetings, and Superintendent's Conference Day*).
 - If you would like to participate in one of the offerings, click on the activity. Click the button to *Sign Up Now*. If you are interested in signing up for an Afterschool PD, but the enrollment has reached its limit, you may click on the button to *Join Waitlist*.
 - If you make an error and wish to delete an activity, click on the *Manage* button next to the activity within the My Requests section. Click on *Drop* and follow the prompts.
- Submitting a Form
 - Click on *Forms* and select the appropriate form, either *Course Request* or *Conference Request*.
 - Complete the form by following the prompts, as specified. Please be sure to complete the form in its entirety or it will be sent back to you. Once the form has been completed, click on the *Submit* button located at the bottom of the form.
 - If you do not have all the information needed to complete and submit the form, you may utilize the *Saved as Draft* option.

Appendix III

**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?

Appendix IV

Patchogue-Medford Professional Learning Impact Survey

Thank you for participating in this professional learning opportunity. Your feedback will help the district evaluate the effectiveness of our professional learning program and inform future offerings. Please respond honestly based on your experience.

* Required

1. School *

- ☐ Barton
- ☐ Bay
- ☐ Canaan
- ☐ Eagle
- ☐ Medford
- ☐ River
- ☐ Tremont
- ☐ Oregon
- ☐ Saxton
- ☐ South Ocean
- ☐ PMHS

2. Title of Professional Learning Session Attended *

3. Date of Professional Learning Activity *

4. Question *

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The content of this professional learning was relevant to my role and responsibilities.	☐	☐	☐	☐	☐
The topics addressed are applicable to my daily work with students and colleagues.	☐	☐	☐	☐	☐
The professional learning aligned with district, building, and/or department goals.	☐	☐	☐	☐	☐
The facilitator demonstrated expertise in the topic.	☐	☐	☐	☐	☐
The professional learning was well organized and effectively delivered.	☐	☐	☐	☐	☐
The resources and materials provided will support my implementation of the learning.	☐	☐	☐	☐	☐
My understanding of the topic increased as a result of this professional learning.	☐	☐	☐	☐	☐
I feel more confident applying the strategies, concepts, or practices presented.	☐	☐	☐	☐	☐
This professional learning expanded my professional knowledge and skills.	☐	☐	☐	☐	☐
I intend to implement strategies or practices learned during this session.	☐	☐	☐	☐	☐

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I can identify specific actions I will take as a result of this professional learning.	☐	☐	☐	☐	☐
I anticipate that the learning can be successfully integrated into my current practice.	☐	☐	☐	☐	☐
The strategies presented have the potential to improve student engagement.	☐	☐	☐	☐	☐
The strategies presented have the potential to improve student learning outcomes.	☐	☐	☐	☐	☐
This professional learning supports the district's goal of improving student achievement.	☐	☐	☐	☐	☐

5. What was the most valuable aspect of this professional learning experience?

6. What additional support or resources would help you implement what you learned?

7. What topics would you like to see offered in future professional learning opportunities?

8. Overall, how would you rate this professional learning experience? *

☐ ☐ ☐ ☐ ☐

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