

Northport-East Northport 2022-23 Professional Learning Plan

Committee Members:

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Create and provide high quality professional learning opportunities so we are able to...

Mission: Educate, inspire and empower all students to pursue their aspirations and contribute as responsible members of society.

Core values & beliefs:

- Students are our first priority.
- Everyone can learn and grow.
- Students, families, staff and community are essential partners.
- We collaborate in a spirit of trust to make thoughtful and informed decisions.
- We value creativity and innovation.
- We challenge and support the whole child.
- We embrace the uniqueness of every student.
- We treat everyone with dignity, empathy and respect.
- We provide a safe, secure and supportive environment.
- We use district resources effectively and responsibly.

Introduction

Supporting professional growth is one of the highest priorities of the Northport-East Northport Union Free School District. The District has long recognized the importance of providing staff with opportunities to refine and update their professional practice to meet the demands of an evolving education system, meet the individual learning needs of our students and implement culturally relevant and sustaining pedagogy. Modifications made to New York State Education Department (NYSED) Commissioner's Regulations, beginning in September, 2000 required all school districts in New York State to formalize their professional learning efforts by creating a District Professional Learning Plan.

The Northport-East Northport Professional Learning Plan meets the following criteria:

1. **Data Driven:** Professional learning in the district is based upon data regarding student performance as well as information collected from teachers and administrators.
2. **Standards Alignment:** Professional learning goals, objectives, strategies and activities align with the Common Core learning standards change to Next Generation and assessments, student needs (including linguistic, cultural diversity, and special needs), teacher capacities, and the NYS professional learning Standards.
3. **Continuous, Sustained and Differentiated:** District professional learning opportunities promote ongoing and continuous professional growth for faculty and staff. Professional learning offerings take into account each professional's individual learning needs, and strive to address those needs

by providing a variety of professional training opportunities in methods and approaches that have been shown to be effective. Included, but not limited to:

Modes of Professional Learning:

Based on teacher feedback, Professional Learning opportunities are offered in a variety of ways, including the following:

- Online/ Google Meet Trainings/ Zoom
 - Traditional in-person workshops/training sessions
 - Bundles - series of training sessions that will allow for implementation and reflection with colleagues.
 - Hybrid Bundle - series of training sessions that will allow for implementation and reflection with colleagues both in -person and online and/or asynchronous assignments.
 - Collegial Circles
4. **Performance Improvement and Articulation:** The overriding goal of our professional learning program is to improve student performance through enhanced pedagogical practice, including articulation of professional learning across grade levels.
 5. **Evaluation:** The district measures the effectiveness of the professional learning being offered by reaching out to participants each year for feedback and input, along with analyzing student assessment data to identify impact trends.

District Resources

The district coordinates the use of a variety of local and external resources. The following resources are used to help meet the goals of the plan:

- 1) **Fiscal Resources**
 - a) Federal Title Grants: These funds are used to provide staff development opportunities for teachers at the primary and secondary levels.
 - b) Western Suffolk BOCES Model Schools Program: As a participating district in this consortium, Northport-East Northport continues to provide numerous staff development opportunities via Model Schools.
 - c) Local In-service Funds: Local budget appropriations for in-service activities are administered through the Office of Teaching and Learning. These funds support the professional learning needs of teachers.
 - d) Professional Learning Committees (PLCs): Local funds support professional learning activities for members of the United Teachers of Northport-East Northport (UTN) and the Northport Administrators and Supervisors (NASA). The PDC's are composed of both teachers and administrators who evaluate applications for funds and make recommendations to the Superintendent of Schools.
 - e) Federal funds through the Cares Act will be allocated for professional learning opportunities.
- 2) **Staff Resources**
 - a) Content Specialists: Most members of the Northport-East Northport teaching staff are specialists in various curriculum content areas. These individuals are encouraged to share their knowledge and expertise with other staff members. The Office of Teaching and Learning coordinates "teachers-teaching-teachers" peer workshops and curriculum along with writing projects that promote the sharing of knowledge and best practices.

b) Elementary Instructional Coordinators: These coordinators provide targeted staff development and assistance in the areas of English language arts, mathematics, science, social studies, Responsive Classroom and best practices in each elementary school.

c) The District employs six full-time Instructional Technology Resource Teachers (ITRT's). The ITRT's provide staff development for teachers across the district. Professional learning takes place in several different forms, all of which are teacher-driven. This means that our staff development is designed to meet the needs of individual teachers and small groups of teachers sharing a similar interest or need. Our staff development program can be broken down into three categories: formal training, mentoring and curriculum collaboration.

3) Outside Providers

A great number of outside providers are used to enhance the professional learning of the teaching staff, including assessment providers, program specific training (i.e. Responsive Classroom, iReady) NGLS ELA/literacy consultants, educational publishers, online resource companies, etc.

Compliance

- 1) Mentoring Program: Mentors provide guidance and support to new teachers. Mentors are selected by the Human Resources department in collaboration with the Office of Teaching and Learning. The District's new teacher mentoring program consists of monthly meetings, either at the district level or building level. The focus of these meetings will be to prepare new teachers and help them to become familiar with many of the skills and best practices to support their success. Mentor teams, in collaboration with building leadership, provide professional learning opportunities at their respective buildings (i.e. turn-key training at faculty meetings). Mentors meet regularly with the new teachers and attend meetings to discuss preparation topics (Engage, Listen, Support and Facilitate), how to be an effective mentor and how to best help their proteges. Mentors engage in activities with their proteges including modeling, observing instruction, cooperative planning, peer coaching, team coaching and school culture orientation. Mentors meet regularly with their proteges and when requested, release time is provided to mentors/proteges for mutual observation activities.
- 2) Certification PD: The extensive variety of professional learning workshops offered in the district as well as other PD resources available (and listed above) provide ample opportunities for teachers/TAs holding a professional certification/level III teaching assistant certification to complete their required professional learning hours every five years.
- 3) Level III Teaching Assistants and Long-Term Substitutes: All teaching assistants and long-term substitutes are given the opportunity to participate in the vast array of professional learning.
- 4) Number of Hours: Teachers have a contractual obligation to participate in 15 hours of professional learning beyond the contractual day if they were hired prior to July 1, 2002 or 20 hours if they were hired on or after that date.
- 5) Differentiated PD: School report card data (i.e. mid-term common assessments, progress reporting, etc.) provide administration and faculty with insight into trends and professional learning opportunity areas. Local funds and Title grant monies are used to address the needs identified by this analysis. PD survey responses and comments will also be used to guide the district in the development of its differentiated professional learning offerings.
- 6) School Violence Prevention: All employees holding teaching certificates or licenses in the classroom teaching service, school service or administrative and supervisory service complete

- two hours of training in school violence prevention and intervention prior to becoming an employee. Refresher training is also conducted in all buildings each year.
- 7) DASA Training: The Office of Student Support Services coordinates DASA (Dignity for All Students Act) training for faculty and staff, focusing on bullying prevention, social and emotional learning, and dignity and respect for all students.
 - 8) SWD Professional Learning: The Office of Special Education coordinates professional learning for all faculty and staff who work with students with disabilities. This training is provided by in-house administrators and staff as well as through contracted services with outside behavior and learning consultants.
 - 9) ENL/ELL Professional Learning: The District provides opportunities for all teachers to participate in professional development that focuses on best practices in English language acquisition and differentiation strategies by providing in-house professional learning workshops and/or providing funding for outside conferences/PD. The District will also provide professional certificate holders in the classroom teaching service and level III teaching assistants with opportunities to complete their required PD hours in language acquisition by providing PD workshops that address the instructional and social-emotional needs of English language learners.

Focus Areas

We will apply a system to deliver focused and sustained professional learning opportunities, targeting the needs identified in our Strategic Plan. Below are the focus areas:

Professional Learning Categories

- ☐ Assessing Student Learning and Providing Feedback
- ☐ Engaging Students in Learning
- ☐ Differentiation: Supporting All Students
- ☐ Social Emotional Learning
- ☐ Technology Integration
- ☐ Collaboration: Curriculum Development & Planning Instruction
- ☐ Culturally Relevant and Sustaining Pedagogy

Local Professional Development & Evaluation

The Office of Teaching and Learning keeps records of all local and professional learning activities. Appendix A contains a list of professional learning workshops offered and curriculum writing projects completed (outside of the school day) during the current school year. Along with the Professional Learning opportunities listed in Appendix A, additional offerings were provided with release time or over the summer, including but not limited to:

- ☐ STEM/ Makerspace Curriculum Training
- ☐ Responsive Classroom 4-Day Training
- ☐ Advanced 4-Day Responsive Classroom Training
- ☐ Foundations- Davinci Education and Research
- ☐ Numerous trainings in ELA, SS, Science and Math through BOCES Consortium
- ☐ Restorative Practices Training
- ☐ Writing with Ninth Grade Teachers and Consultant
- ☐ ICT Coaching
- ☐ Assistive Technology Training
- ☐ Disability Awareness Training
- ☐ IEP Mandated Consultation
- ☐ Speech, Autism, Behavior Consultant

A brief survey was sent during the middle of the school year to collect feedback and suggestions for future offerings.

A final survey will be sent at the end of the school year. Evaluation comments and feedback will be used in determining what professional learning activities will be offered in the coming year and to make decisions regarding the direction in which the overall professional learning program will move.