

SMITHTOWN CENTRAL SCHOOL DISTRICT



PROFESSIONAL LEARNING PLAN

2023-2024

SMITHTOWN CENTRAL SCHOOL DISTRICT
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2023-2024

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INTRODUCTION

Mission Statement

The Smithtown Central School District provides a safe, supportive, and stimulating environment for students to learn, where all are valued. We are committed to educating well-rounded, lifelong learners who are compassionate, responsible, ethical members of society.

Purpose

The purpose of the District's Professional Learning Plan is to promote student achievement by providing learning opportunities that are aligned with Board of Education, district, and building goals, as well as the New York State Education Department Professional Development Standards. The intent of this plan is to ensure substantial, ongoing support for teachers to remain current with their profession and to meet the learning needs of their students. Each teacher should strive to participate in an average of 20 hours of professional development each year.

New York State's Requirements for Professional Development

Commissioner's Regulation 80-3.6(b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete 100 professional development hours every five years in order to maintain their certification.

Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is approved by its board of education. The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order to remain current with their profession and meet the learning needs of their students.

Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

New York State Professional Development Standards

The Ten NYS Standards for High Quality Professional Development

1. Professional development 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. Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Professional development 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. Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning

PROFESSIONAL LEARNING GOALS

The Smithtown Central School District has adopted the following professional learning goals in support of the Smithtown 2027 Strategic Plan.

- Provide a coherent and differentiated educational experience, as well as expanded, timely, and effective interventions for students based on individual needs. (SG1/S3)
- Create a culture of college and career success within and beyond the classroom and align multiple pathways to success that value college-bound and career-bound pathways. (SG1/S4)
- Create learning environments and curricula that enable staff and students to learn from and reflect on their own and others’ experiences; explore multiple perspectives; practice civil discourse; encourage empathy; create interpersonal connections and embrace diverse identifies. (SG2/S1)
- Enrich learning and cultivate personal growth for all students through experiences beyond the classroom. (SG2/S2)
- Strengthen and expand a network of internal and external family and student supports and services for physical and mental health. (SG2/S3)
- Strengthen student relationships to improve behavior, attendance, and decrease bullying. (SG2/S4)

- Enhance district-wide systems that promote shared accountability, high expectations, and continuous growth for all employees. (SG3/S3)
- Develop and provide robust and balanced professional development for all employees. (SG3/S4)

IDENTIFICATION OF PROFESSIONAL LEARNING

Needs Assessment & Data Analysis

The committee uses a variety of sources to inform the district’s professional learning needs, including:

- Needs assessment surveys
 - Diagnostic Tool for School and District Effectiveness (DTSDE) survey which is administered to parents, students, and staff to measure school quality.
 - Strategic Plan and Priorities Survey
 - Instructional needs assessment surveys
- Student demographics
- Student achievement data - NYS District Report Card
- New York State Assessment results
- New York State Regents examination results
- Local assessment results
- Student attendance rates
- Student discipline data
- Professional development evaluations

Administrators use this data to develop building, department, and district goals. Additionally, the district disseminates information and provides opportunities for certified staff to receive training in school violence, prevention, and intervention; child abuse recognition; the needs of children with autism; and the Dignity for All Students Act (DASA) to meet their certification requirements.

District-Level Committees

The district-level committees listed below provide research and input for professional learning opportunities across the district. Committees may be comprised of various stakeholders including teachers, parents, community members, administrators, and students.

Technology Committee

The committee will meet periodically to discuss technology and professional learning needs to enhance instructional technology integration across the district. Various models of implementation will also be discussed.

Academic Intervention Services/RTI Committee

Response to Intervention (RTI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's Regulations, the school district has established practices and procedures for implementing district-wide initiatives that address a Response to Intervention (RTI) process applicable to all students.

District Elementary Literacy Committee

This committee is comprised of elementary teachers and administrators to evaluate the current ELA curriculum and identify needs.

Districtwide Safety Team

This committee was developed to address student and staff safety across the district. The charge of the committee is to develop protocols to ensure a safe and secure learning environment.

District Wellness Committee

This committee will examine all aspects of the continuous health and well-being of our students. The various subcommittees include mental health and school community self-care, nutrition and physical activity, student connection and other wellness activities, and green initiatives.

Shared Decision Making Committee

The purpose of school-based planning and shared decision making shall be to improve the educational performance of all students in the school.

Success for All Committee

The Success for All Committee centers on our students and their outcomes and identifies and tracks metrics associated with student achievement and overall success.

DELIVERY AND IMPLEMENTATION OF PROFESSIONAL LEARNING

The district will provide a variety of professional learning opportunities. Such opportunities will include, but not be limited to, the following:

- Collegial circles
- Grade-level, department, and faculty meetings
- Attendance at local, state, and national conferences
- Teacher mentor program
- New teacher induction program
- Administrator mentoring program
- Cross-district collaboration and school visits
- Staff conference days

- Workshops
- Instructional coaching
- Peer collaboration
- In-service and graduate courses

Contractual Professional Learning

Embedded in the contract are opportunities for teachers to accrue hours toward professional development.

- Prep time is defined as time to be used by a teacher for such non-teaching assignments as professional preparation, review and updating of student records, preparing reports, conferring with colleagues and/or supervisors, monitoring instructional objectives, and evaluating and revising curriculum. A teacher's supervisor shall determine the nature of such activities for up to fifteen (15) periods per year for secondary teachers and up to ten (10) periods per year for elementary teachers.
- Secondary teachers may be required to attend general faculty meetings no more than twice per month. Secondary teachers shall also attend subject area or department meetings up to a maximum of two (2) per month. Elementary teachers may be required to attend general faculty meetings no more than three (3) times per month.
- Teachers may be required to attend up to ten (10) hours of after-school workshops per year.
- In addition, teachers may be required to attend one (1) Saturday (non-holiday weekend) workshop per school year.

The items above represent the potential hours available for professional development within the contract. It is possible that only a portion of these hours will be made available throughout the year. It may also be the case that only a portion of any given activities described above will be allowed to be counted as hours toward professional development.

Continuing Teacher and Leader Education Hours

Effective July 1, 2016, all classroom teachers and educational leaders who hold Professional and Level III Teaching Assistant certificates are required to successfully complete 100 clock hours of acceptable Continuing Teacher and Leader Education (CTLE) credits every five years. Holders of an English to Speakers of Other Languages (ESOL) Professional Certificate or a bilingual extension will be required to complete a minimum of 50 percent of the required CTLE clock hours in language acquisition. All other Professional certificate holders will be required to complete a minimum of 15 percent of the required CTLE clock hours in language acquisition addressing the needs of English language learners.

Classroom teachers, school leaders, and Level III Teaching Assistants who are employed by a school district or BOCES with an approved exemption pursuant to section 154-2.3(k) shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they practice in a new York State school district or BOCES with an approved exemption. Such exemption does not reduce the 100-hour requirement.

Any individual who holds a permanent or professional certificate in the classroom teaching service or educational leadership shall renew his/her registration through their NYS TEACH account, on a form prescribed by the department, in the last year of each subsequent five-year period thereafter. Permanent certificate holders do not have to complete 100 hours of professional development.

As per Commissioner's Rules and Regulations, 8CRR-NY80-6.8, professional certificate holders shall maintain a record of completed professional development which includes: the title of the program, the total number of hours completed, the sponsor's name, attendance verification, and the date and location of the program. Such records shall be retained for at least 3 years from the end of the registration period in which the continuing teacher and leader education was completed and shall be available for review by the department upon request. The Department will ask that the certificate holder attest to his/her completion of the 100 hours prior to his/her re-registration.

In order to meet certification requirements for professional certificates, each teacher or administrator (or Level III teaching assistant) is expected to participate in an average of 20 hours of professional development per year. CTLE credit shall only be granted for CTLE acceptable to the Department and conducted by a sponsor approved by the Department pursuant to section 80-6.11.

The Smithtown Central School District shall maintain a record of professional development successfully completed by certificate holders who are subject to the professional development requirement and/or continuing teacher and leader education requirements prescribed in section 80-3.6, Part 80, offered by the school district or BOCES or by entities on behalf of the school district or BOCES. Records shall be retained for at least 7 years from the date of completion of the professional development.

Hours for professional learning may include, but not be limited to, the following:

- District-provided workshops
- Staff conference days
- Department meetings
- Grade-level meetings
- Attendance at local and national conferences
- District-sponsored collegial circles
- In-service and graduate courses

Professional Development Providers

Professional learning opportunities may be provided by any of the following resources:

- Administrators
- BOCES
- Consultants
- Instructional specialists & coaches
- National and local conference presenters
- MESTRACT
- Teaching and professional staff
- Professional organizations
- Colleges and universities

EVALUATION OF PROFESSIONAL DEVELOPMENT

The annual evaluation of our Professional Learning Plan will be multi-faceted and include the use of the following evaluative indicators as required by Section 100.2:

- Student achievement data
- Student demographic data
- Interviews
- Staff development evaluations
- Needs assessment and growth surveys

Student Achievement Data

Each year, the appropriate district personnel will analyze student achievement data. Goals for the following year will be amended to focus on student improvement needs, as presented by the curriculum office.

Student Demographic Data

Each year, the district staff development committee will use student demographic data as presented by the curriculum office, to determine staff development needs.

Interviews

Informal and formal interviews may be held to evaluate professional learning goals and inform future decisions.

Staff Development Evaluations

At the conclusion of each professional development activity, participants complete evaluations which are considered in future planning.

SMITHTOWN TEACHER MENTOR PROGRAM

Application Process for Prospective Mentors

1. By June 15, all teachers will respond to the district-wide posting for mentors. This posting will be distributed electronically on or before June 1, and teachers will be asked to indicate if they have an interest in being considered as a potential mentor.
2. Building principals and the appropriate department administrators will review the list of potential mentor candidates.

Mentor Selection Committee

The charge of the Mentor Selection Committee shall be to select the teacher mentors from the pool of interested candidates and to pair each mentor with a mentee as soon as possible.

- a) At the elementary level, the Mentor Selection Committee shall consist of the building principal and 2 teachers, one which must be an STA building representative.
- b) At the secondary level, the mentor selection process shall be handled on a building basis with department participation. The Mentor Selection Committee shall consist of the building principal or his/her designee, the department administrator, and three (3) teachers. The three teachers on the committee shall include two (2) STA building representatives and the department instructional specialist or his/her departmental designee. For example, if a social studies teacher is to be selected as a mentor, the instructional specialist from the social studies department will be on the Mentor Selection Committee. Administrators may decide to have only one administrative representative on the committee, if desired.

Membership on the committee should be rotated annually amongst the teacher members and the STA building reps.

Selection & Notification Process

Mentors will be selected and notified using the following process:

- The personnel department will notify the curriculum office which teachers are eligible for a mentor. The Director of Professional Learning and Student Intervention Services will

notify administrators which teachers are eligible for a mentor and how many hours of mentoring are required.

- The Mentor Selection Committee shall meet to select tentative pairings.
- The administrator on the Mentor Selection Committee will contact the STA president with the names of the potential mentor pairing(s). Upon agreement, the administrator will notify the Director of Professional Learning and Student Intervention Services.
- All mentors and mentees shall be notified of their pairing as soon as possible by an administrator on the Mentor Selection Committee.
- The pairings are then forwarded to the Coordinator of the Teacher Mentor Program.

The Mentor Selection Committee shall set up tentative pairings on or before September 15 of each year to the extent practicable. When teachers and professional staff members are hired prior to the last day of school, every effort should be made to establish mentor pairings prior to June 30.

For mentees hired in July or August, the mentor selection committee may communicate electronically (via email, phone, etc.) to apply the mentor selection process.

Mentor Selection for Special Areas

This section shall apply to the following departments: art, business, ENL, family and consumer science, technology, music, physical education, reading, library media services, and special education, including social workers, psychologists, teachers of the deaf, speech teachers, and counselors.

The department administrator will review the list of potential mentor candidates and use the following procedures:

- If there are interested candidates from the appropriate department, the regular selection and notification process will be applied.
- If there aren't interested candidates from the appropriate department, the administrator will solicit other members from the department.
- If members of the department do not volunteer, the administrator will go back to the list to review interested candidates from the building staff with the building principal.
- The regular selection and notification process will be applied by the Mentor Selection Committee.

Hours

The Smithtown Central School District requires all new teachers to participate in the Teacher Mentor Program, regardless of previous mentoring experiences or certification. Psychologists, social workers, counselors, and speech teachers will also participate. Part-time teachers and leave replacements will complete fewer hours and continue in the program the following year.

Tutors and teacher assistants with initial certification who haven't been mentored will participate in The Smithtown Central School District Teacher Mentor Program. In addition, substitute teachers who work more than 40 days in a school year will also participate if they hold initial certification.

Mentoring hours will be assigned as follows:

Full-time teachers with initial certification	70 hours
Part-time teachers with initial certification	17.5 hours (.1 to .3 FTE) 35 hours (.4 to .5 FTE) 52.5 hours (.6 to .7 FTE) 70 hours (.8 to .9 FTE)
Teachers with experience who have been mentored but are new to Smithtown	17.5 hours
Probationary teachers who were previously tutors or Teacher Assistants in The Smithtown Central School District	17.5 hours
Counselors, speech teachers, social workers, and psychologists	Follow teacher hours

Mentoring Activities

The SCSD Teacher Mentor Program provides choice and flexibility for mentors and mentees to select activities that target their individual needs through the mentoring process. Activities may include, but are not limited to:

- Program training
- Peer observations
- Lesson development
- Assessment planning and evaluation
- Attendance at school and community events
- Creation of a portfolio

- Data analysis
- Participation in professional development workshops
- Attendance at conferences
- Ongoing collaboration
- Meeting with administrators

The mentoring program is developed through collaboration with the mentor program coordinator and district administrators. Department and building leaders oversee the mentoring process in their respective department/building.

The SCSD Teacher Mentor Program is evaluated annually via a confidential survey. Data is reviewed and analyzed to inform future enhancements to the program.

SMITHTOWN ADMINISTRATOR MENTOR PROGRAM

Program Overview

The Smithtown Central School District provides mentors for new administrators. Designated member(s) of the Smithtown Schools Administrators Association (SSAA) will serve as mentor(s) to any newly appointed member(s) of the SSAA. A list of the designated mentors and mentees, as determined by the SSAA, will be provided to the Superintendent or his or her designee no later than one month after the appointment of the new member(s).

Topics discussed by a mentor can include, but need not be limited to grade-level curricula, departmental curricula, and school district policy handbook. Additionally, new administrators will participate in a districtwide induction program which includes meeting and workshops related, but limited to:

- Supervision
- Goal setting
- Communication
- School safety
- Student advocacy
- DASA
- APPR and observations
- Building positive relationships
- Community events and visibility