

# PROFESSIONAL LEARNING PLAN 2024-2027



**Oyster Bay-East Norwich Central School District**



## TABLE OF CONTENTS

I. District Information.....	2
II. Professional Learning Philosophy.....	3
III. Introduction.....	4
IV. Professional Learning Planning Team.....	5
V. Professional Learning Plan.....	6
VI. Continuing Teacher and Leader Education (CTLE) Requirements.....	7
VII. Professional Participation.....	8
VIII. Professional Growth Opportunities.....	9
IX. Plan for New Faculty.....	11
X. Mentoring Program.....	12
XI. Needs Assessment.....	13
XII. Resources.....	14
XIII. Conclusion.....	15

## DISTRICT INFORMATION

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BEDS CODE: 2805060600000

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Years Plan is in Effect: September 2024-June 2027

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## **PROFESSIONAL LEARNING PHILOSOPHY**

Professional learning in education is a life-long process that results in positive, long-term change in schools. In this complex process, teachers strive to stay current with new developments in the field, deepen and enhance their instructional knowledge base, and research innovations that promise improvements in the practice of teaching. The underlying philosophy of the professional development model in the Oyster Bay - East Norwich Central School District is “teachers as learners and leaders.” This district is fully committed to the concept of professional learning as an integral part of our efforts to empower all students.

A successful system of professional learning should encourage continuous inquiry into the practice of teaching by each teacher as a reflective practitioner. Teachers need to know the standards that are used to evaluate instructional practice, but they also need to know the standards of quality that exist in the field. They should be involved in constant reflection for the purpose of learning more about best practice and improving student achievement for all. When this occurs, teacher development is not only the renewal of teaching, but also the renewal of schools.

Professional learning is the responsibility of all members of the Oyster Bay - East Norwich community. Everyone who affects student learning, including central office administrators, principals, supervisors, classroom teachers, support and special area teachers, teaching assistants, and parents/guardians must continually improve their knowledge and skills to ensure student learning. Our staff development experiences provide opportunities for collegiality, collaboration, discovery, and problem solving. These experiences enhance the individual strengths within the faculty to meet the growing challenges of education and maintain the faculty's commitment to excellence.

## INTRODUCTION

The mission of professional learning is to prepare and support educators as they help all students to achieve higher standards of learning. It is a process for improving the skills and competencies needed to increase student achievement. Meaningful, productive, and high-quality professional development must focus on individual, collegial, and organizational improvement and must reflect the best available research and practice in teaching, learning, and leadership.

The New York State Board of Regents has raised the academic standards for all students. This movement towards standards-based reform, data-based assessments and accountability has served to emphasize the central role of professional learning and its link to improved student achievement.

The success of professional learning is not determined by how many teachers and administrators participate in staff development or how they perceive its value, but by whether the professional development alters instructional practice in a way that benefits students. The results of several national studies on the importance of professional development have concluded that high-quality professional development focuses on deepening teachers' content knowledge and pedagogical skills; includes opportunities for practice, research, and reflection; is embedded in educators' work; is sustained over time; and is founded on a sense of collegiality and collaboration among teachers and between teachers and principals in solving important problems related to teaching and learning (Sparks, 2002). Additionally, high-quality professional development uses models of effective practice; provides coaching and expert support; offers feedback and reflection; and is of sustained duration (Darling-Hammond, 2017)

The Oyster Bay - East Norwich Central School District is committed to providing high-quality, continuous, and sustained professional learning opportunities for teachers and other educational professionals. The District has had a long history of providing substantive professional learning opportunities which have enhanced the knowledge, strategies, practices, and skills necessary to improve student achievement.

## PROFESSIONAL LEARNING PLANNING COMMITTEE

The district's mission statement states that we “*empower all students to achieve excellence.*” This requires that we make every effort to hire the most qualified, capable professionals, and to provide them with the learning opportunities, assistance, and support necessary to help them to meet the high expectations of the community as well as the needs of all students enrolled in our schools. This statement has served as the scaffold for the work of the Professional Learning Committee.

A committee charged with updating the Professional Learning Plan convened in May 2024. The Oyster Bay — East Norwich Professional Learning Team is comprised of the following members:

- Melissa Argaman, Principal, Oyster Bay Middle & High School
- Meridi Bower, Teacher, James H. Vernon School
- Audrey Cohan, Ed.D., Senior Dean of Research, Scholarship and Graduate Studies, Molloy University
- Joy-Anne D’Anca, Supervisor of Guidance
- Bridget Diano, Teacher, Oyster Bay High School
- Ronni Lubin Englander, Teacher, Theodore Roosevelt Elementary School
- Megan Macholz, Teacher, Oyster Bay High School
- Alba Gallegos, Executive Director for Curriculum and Instruction
- Francesco Ianni, Ed.D., Superintendent of Schools
- Sabrina Maniscalchi, Parent
- Tami McElwee, Director of Humanities
- John Pardue, Assistant Principal, Oyster Bay Middle & High School
- Meagan Rogus, Teacher, James H. Vernon School
- Devra Small, Principal, Theodore Roosevelt Elementary School
- Anastasia Smith, Assistant Principal, James H. Vernon School
- Megan Wagenhauser, Teacher, Theodore Roosevelt Elementary School

Appreciation is extended to all members of the committee who graciously gave of their time to develop this document.

The committee was charged with revising a Professional Learning Plan to present to the Board of Education at its meeting on June 18, 2024. To this end, the PDP committee met on May 29, 2024 and June 5, 2024.

The members of the Professional Learning Plan (PLP) committee are pleased to present our recommendations as reflected in this report for a Professional Learning Plan for the Oyster Bay-East Norwich Central School District for the period of September 1, 2024 through June 30, 2027.

## PROFESSIONAL LEARNING PLAN

This Professional Learning Plan (PLP) is the result of individuals working together to create a multi-year plan for professional learning. The intent of this plan is to help teachers improve their instruction, thereby increasing student achievement. It reflects our knowledge of the New York State Next Generation Learning Standards. Specifically, we examined how our students have achieved on internal and external assessments.

District curriculum has been changed and will continue to be revised to help us achieve and exceed these standards. Implementation strategies, activities, assessments, and timelines are being established for addressing learning needs. All stakeholders will be involved at both the school and district levels to ensure that information is articulated within and across grade levels at conference days, grade level meetings, faculty meetings, and through numerous professional learning opportunities offered in the District.

Educators need to continue to grow professionally to best meet students' needs. Professional learning is central to helping teachers leverage and expand the approaches they use to teach and translate new knowledge and skills into students' daily lives. It must be ongoing, related to what teachers already know and do, and it must be grounded in research and reflect best practice.

Our PLP provides for a yearly review and analysis of student achievement, including data from the New York State assessments, nationally standardized tests, and local assessments. Our professional learning opportunities reflect the needs developed from the analysis of student data, and current research on effective professional learning practices.

Depending on teachers' levels of experience, they may select from an extensive menu of professional learning opportunities. The included list reflects the types of activities that are available to teachers for this purpose. It is evident from the list of activities, which is not all-inclusive, that professional learning takes many forms. When viewed through this lens, one can readily observe that Oyster Bay-East Norwich teachers have multiple opportunities to participate in substantive professional growth activities.

All teachers will participate in professional learning opportunities designed to meet the needs of students with disabilities, English Language Learners, and gifted and talented. This will focus on the skills, knowledge and disposition necessary to meet the needs of students with disabilities, English Language Learners and gifted and talented.

## **CONTINUING TEACHER AND LEADER EDUCATION (CTLE) REQUIREMENTS**

Beginning on July 1, 2016 individuals who hold a permanent or professional certificate in the classroom teaching service or educational leadership service (i.e., school building leader, school district leader, school district business leader) or a Level III Teaching Assistant certificate prior to July 1, 2016, shall apply for initial registration during the 2016-2017 school year during his/her month of birth and shall renew his/her registration in the last year of each subsequent five-year period thereafter.

Holders of professional certificates in the classroom teaching service and/or educational leadership service, and Teaching Assistant Level III certificate holders are required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in a NYS school district or BOCES.

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. All other Professional teacher, School Building Leader, 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 (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 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.

Please note that district staff will report these hours to the New York State TEACH online system through Frontline. However, it is the sole responsibility of the certificate holder to log all activities, which MUST be approved through Frontline. The purpose selected for each activity to count toward this requirement must be professional development.

This is a requirement to maintain a valid professional certificate.



## **PROFESSIONAL PARTICIPATION**

The Oyster Bay - East Norwich Central School District faculty takes professional growth seriously. Members participate in many professional organizations, staff development opportunities, and conferences. They also assume leadership roles by serving on numerous committees and presenting at local, state, and national forums.

Frontline, an online program, is used to assist teachers in planning for professional goals and enables them to maintain a professional learning portfolio of participation in all staff development activities including courses, workshops, conferences, and in-service opportunities. Learning Reports are listed by professional development goals, including:

- Meeting the New York State Next Generation Learning Standards
- Providing appropriate instruction for all learners
- Improving student achievement
- Providing a safe environment for all students

## PROFESSIONAL GROWTH OPPORTUNITIES

The content of the Oyster Bay-East Norwich Central School District's professional development plan is being supported in part by the BOCES, RIC, RBERN, RSE-TASC, Teacher Centers and approved consultants.

### **In-District Activities:**

- ❖ District sponsored in-service courses
- ❖ Teaching in-service courses
- ❖ Mentoring Program for new teachers
- ❖ Mentoring Program for new administrators
- ❖ Superintendent's Conference Days
- ❖ Workshops presented by members of the faculty
- ❖ Small Learning Teams
- ❖ Reflection on practice
  - Technology integration
  - Peer coaching
  - Action research
- ❖ Textbook/program review committees
- ❖ State Assessment training including 3-8 and Regents testing and scoring
- ❖ Peer visitations
- ❖ Collegial study groups
- ❖ Curriculum committees
- ❖ New teacher courses and seminars
- ❖ Faculty, department, and grade-level meetings
- ❖ Interdisciplinary team planning meetings
- ❖ District-wide articulation meetings
- ❖ Supervision of student teachers and observers
- ❖ District and/or building level committee membership and presentations
- ❖ Site-based team membership and participation
- ❖ Hiring committee participation

**Out of District Activities:**

- ❖ After-school in-service courses outside the district
- ❖ Local conferences and workshops sponsored by professional organizations and BOCES
- ❖ Regional conferences and workshops sponsored by professional organizations and BOCES
- ❖ National conferences sponsored by professional organizations and BOCES
- ❖ Online webinars
- ❖ College visitations
- ❖ Membership and participation in professional organizations
- ❖ Presentations at conferences and workshops
- ❖ Summer and mid-winter institutes
- ❖ BOCES workshops
- ❖ College and university course work
- ❖ Maintaining accreditation

CTLE hours will be awarded if the sponsor is approved. If additional providers are used, an addendum will be provided.

## PLAN FOR NEW FACULTY

The Oyster Bay-East Norwich CSD will utilize Global Compliance Network to complete the required New York State Compliance Training modules within 60 days of hire for new teachers or annually for all faculty and staff. Upon being hired as a teacher in the Oyster Bay -East Norwich Central School District, the following process will take effect relative to professional learning:

1. Participation in the annual New Teacher Orientation
2. Ongoing collaboration with formal mentor
3. Supervisors and administrators work closely with first year teachers to review New York State and local curricula, state standards, syllabi, and assessments.
4. Participation in an after school in-service program for first year teachers when offered. Participants will meet regularly throughout the school year. Topics include:
  - ❖ District mission, beliefs, and direction
  - ❖ Classroom management
  - ❖ Communicating with parents/guardians
  - ❖ Content/subject matter
  - ❖ Problems unique to age/grade of students
  - ❖ Implementing research-based instructional practices
  - ❖ Instructional planning concerns
  - ❖ Sharing materials and resources
  - ❖ Overview of staff development initiatives
  - ❖ Special education
  - ❖ Multi-lingual Learners/English Language Learners
  - ❖ Gifted and Talented
  - ❖ Use of support services
  - ❖ Peer review
  - ❖ Integration of technology
  - ❖ Engaging in professional development
5. Participation in a multi-year induction program utilizing a variety of models.

## **MENTORING PROGRAM**

In accordance with the Commissioner's Regulations, the Oyster Bay - East Norwich Central School District has adopted a plan for a Mentoring Program for teachers who are newly certified teachers as of February 2, 2004. The purpose of this program is to increase the retention of new teachers and improve their ability to assist students in achieving the Next Generation Learning Standards. All new teachers are provided with a mentor whose role is to provide guidance and support to the new teacher.

The Mentoring Program activities include:

- ❖ Summer orientation session
- ❖ Assimilation of the new teacher to school culture
- ❖ Mentor/mentee meetings throughout the school year
- ❖ Effective communication skills
- ❖ Modeling of instruction
- ❖ Observation and lesson planning with new teacher
  - Team teaching
  - Peer coaching
  - Intervisitations
- ❖ Review of professional literature
- ❖ Code of professional expectations
- ❖ Integration and use of technology programs
- ❖ Assessment practices
- ❖ Use of data to guide teaching and learning

## NEEDS ASSESSMENT SOURCES

The following sources are used to identify district needs:

- ❖ School Report Card
- ❖ Basic Educational Data System (BEDS) data
- ❖ Student attendance rates disaggregated by all applicable sub-groups
- ❖ Graduation and drop-out rates disaggregated by all applicable sub-groups
- ❖ College acceptance data disaggregated by all applicable sub-groups
- ❖ Student state assessment results disaggregated by all applicable sub-groups
- ❖ Advanced Placement results and trends results disaggregated by all applicable sub-groups
- ❖ Student local assessment results disaggregated by all applicable sub-groups
- ❖ Benchmarks from district's universal screener
- ❖ Student portfolios
- ❖ Nassau BOCES Instructional Data Warehouse (IDW)
- ❖ Feedback from all constituent groups
- ❖ Board of Education goals

All professional staff complete a survey following each November Superintendent's Conference Day. The results of these surveys will provide data to shape future professional learning opportunities.

## RESOURCES

The following resources will be used to implement the Professional Learning Plan:

### Fiscal resources:

- ❖ District Budget
- ❖ Federal and State Grant Funds

### Staff Resources

- ❖ Curriculum developers/writers
- ❖ Content specialists
- ❖ Exemplary teachers/administrators
- ❖ K-12 supervisors and directors
- ❖ Literacy coaches
- ❖ Executive Director for Curriculum & Instruction/Deputy Superintendent
- ❖ Technology staff developers
- ❖ Mentors
- ❖ Grade level leaders

### Outside resources:

- ❖ Local Universities
- ❖ Nassau Teacher Resource Centers (TRACT)
- ❖ Nassau BOCES Consultants
- ❖ SETRC
- ❖ Outside consultants and organizations
- ❖ NYSED and TEACH websites

### Community resources:

- ❖ Community-based organizations
- ❖ PTA, PTSA
- ❖ SEPTA
- ❖ BOE
- ❖ Regional Institutions

## CONCLUSION

The Oyster Bay-East Norwich Central School District's Professional Learning Plan provides the blueprint for the identification, development, implementation, and evaluation of professional learning opportunities for the district's staff. It is designed to:

- ❖ Connect professional development with the goals of the district and the Next Generation Learning Standards and assessments.
- ❖ Provide flexibility in meeting the specific and unique needs of schools, departments, grade levels, and individuals.
- ❖ Improve student learning and achievement based, in part, on student achievement data.
- ❖ Create an atmosphere of continuous inquiry and life-long learning using a systemic approach,
- ❖ Define professional learning as a pragmatic process rather than an event, guided by relevant research regarding effective professional development.
- ❖ Recognize the value and importance of professional learning and its relationship to the overall success and effectiveness of the school district.

The Professional Learning Committee would like to thank Dr. Francesco Ianni, Superintendent of Schools, for his support of the work of the Committee and the development of this plan, and the Board of Education for its consideration of the recommendations contained herein.