

The Mattituck-Cutchogue Union Free School District



Professional Development Plan 2022~2023

MISSION STATEMENT of the Mattituck-Cutchogue School District

The Mattituck-Cutchogue Union Free School District is dedicated to providing a welcoming and safe environment where diversity, interdependence and self-discovery are valued. Educators, students, families, and community members work together creating a dynamic, flexible, and engaging learning process to:

Nurture individuals' passion for life and learning ~

Foster collaboration, creativity, and critical thinking

Encourage a range of perspectives

-Promote and practice personal integrity.

As a result, students develop academic excellence, confidence, and resiliency to face future challenges in order to contribute to and inspire positive change in the local and global community.

Introduction

To serve as the foundation for their work, the members of the Professional Development Plan Committee participated in numerous activities and engaged in extensive discussions to develop a shared vision for the coming school year.

The members of the Professional Development Plan (PDP) committee are pleased and proud to present our recommendations, as reflected in this report, for a Professional Development Plan for the Mattituck-Cutchogue Union Free School District.

Staff development in the Mattituck-Cutchogue Union Free School District is designed to provide teachers and educational professionals with the strategies, resources and training necessary to address the needs of all students. The Mattituck-Cutchogue Union Free School District Board of Education has demonstrated a continued commitment to provide extensive professional development opportunities and to encourage teachers to extend their understanding of best practices and curriculum content, with the ultimate goal of raising levels of student achievement. New York State demonstrated a similar belief in the central role professional development plays in efforts to raise school and district achievement.

The Professional Development Plan presented in this document reflects District philosophy and State mandates. It was developed through a collaborative process involving teachers and administrators. It is based on district-wide themes tied to student achievement as well as individual teacher needs. It builds on Mattituck-Cutchogue Union Free School District's noteworthy record of accomplishment by coordinating activities of District goals, and by reinforcing the connections with Next Generation Standards. Target areas are devoted to Academic Intervention Services (AIS), literacy, mathematics, History, our ENL population, AP coursework, STEAM, safety and security and the integration of instructional technology. These also provide opportunities for teachers to study topics of interest, deepen their knowledge base in their areas of specialization, work with colleagues to enhance their skills, keep abreast of new understanding about how children develop and learn, and increase levels of classroom effectiveness.

Linked together by broad themes and a shared understanding of student needs, the Plan promotes articulation across grade levels and between disciplines. The Professional Development Plan is designed to be a dynamic instrument for planning focused and flexible staff development opportunities.

Professional Development Plan Committee

Individuals who served and will continue to serve on the committee during the coming 2022-2023 school year are as follows:

- Mr. Shawn Petretti, Superintendent of Schools
- Ilana Finnegan, Director of Curriculum, Instruction and Innovation
- Kelly Urraro, Director of Technology
- Meredyth Alliegro, Director of Pupil Personnel
- Gregg Wormuth, Director of Health/Physical Education and Athletics
- David Smith, Principal
- Amy Brennan, Principal
- Meghan Tepfenhardt, STEAM Teacher

- Leah Familette, Literacy/Math Coach
- Thomas Farrell, Secondary Teacher
- Lydia Burns, Elementary Teacher

Themes for Professional Development

Without question, teachers participate in many types of professional growth activities, ranging from attendance at conferences to formal college coursework. Each component has a meaningful place in the new Professional Development Plan. Many Mattituck-Cutchogue Union Free School District educators involve themselves in many of these activities throughout the year including the summer months.

Mattituck-Cutchogue Union Free School District is proud to say that many of our workshops and Professional Development Facilitators are its own teachers and administrators; however, this year we will have more out of district presenters where more expertise is needed.

Implementation of the Professional Development Plan

Mattituck-Cutchogue Union Free School District teachers already participate extensively in professional development activities at a level that surpasses the New York State Education Department's expectation. The strength of the District Professional Development Plan lies in its ability to bring together the various activities in which staff members engage to form a coordinated design that is targeted toward the District-wide areas of focus, while still providing opportunities for teachers to pursue work in areas of personal interest and professional goals.

In collaboration with the educators and administrative leadership in the district, the following professional development plan captures the continuation of instructional development and, eventually, increased student achievement and performance. The opportunities created for the professional development of staff are a significant part of the District's efforts to create schools that aspire toward the district mission and support continuous improvement. We believe all teachers and teacher assistants can grow professionally and learn how to incorporate best practice into their classrooms.

The research is clear, as teaching improves, learning and understanding improves. The administrative team of the Mattituck-Cutchogue School district is committed to leadership for learning. As leaders and learners, we commit to ensuring effective teaching in every classroom. We acknowledge and celebrate the strong foundation of expertise that currently exists within the district. We strive to focus on continuous improvement.

100 Hour Professional Development Requirement

The following is aligned with the guidance received from NYSED and is consistent with the communication and support provided by the district.

The new law also requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing in a New York public school or board of cooperative educational services

(BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period. This is a change from the current requirement of 175 hours for those who hold professional certificates and from 75 to 100 hours for those who hold a Level III Teaching Assistant certificate.

Consistent with the previously established professional development requirements, the proposed amendment also requires that certificate holders complete the following CTLE requirements in language acquisition to address the needs of English language learner students:

For those holding a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title, shall be required to complete a minimum of 50 percent of the 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 English language learners; and

For all other certificate holders, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and

Registration

The new law requires, commencing with the 2016-2017 school year, that any holder of a:

- permanent or professional teaching certificate in the classroom teaching service,
- permanent or professional leader certificate in the educational leadership service (i.e., school building leader, school district leader, school district business leader), or
- a Level III Teaching Assistant certificate

This Professional Development Plan is consistent with 100.2(dd) of the Commissioner's Regulations and meets requirements of Subpart 80-6 for approved CTLE. Professionals working with our educators and leaders are listed in the plan. All have been vetted by the district and have a history of providing up to date, research-based practices. It is understood that the consultants listed including leaders and educators within the district meet the requirements.

MCTA Partnership

The district will provide the MCTA up to \$5,000 for professional conferences and seminars or workshops for the faculty to explore new educational programs.

**Commissioner's Regulations 100.2 (dd)
Professional Development Plan**

Required Content of the Plan	Implementation
<p>The manner in which the district will provide its teachers with PD opportunities that reflect needs determined by the school district report card or other source. This will include a needs assessment on a regular basis.</p>	<ul style="list-style-type: none"> • Superintendent's conference days. • Faculty Surveys • Release time for grade level/department work related to goals/strategic plans. Embedded PD including demonstrations. • Mentoring • Summer curriculum projects. • Common planning time. • In-district courses for credit. • Faculty meetings where staff development occurs. • Content area conferences. • ESBOCES membership/conferences. • Participation in professional organizations. • Targeted PD opportunities to meet the demands of a teacher's assignment, training for teachers who work with students with disabilities including collaborative and/or inclusive teaching. • Turnkey Trainings • Data Analysis • Affiliated Organizations
<p>How the District will provide teachers holding a professional certificate (certified after 2/04) and level III</p>	<ul style="list-style-type: none"> • All of the above. • Pre-approved out of district workshops/courses.

Certified Teacher Assistants, 100 hours of PD every 5 years; [this also applies to teachers with a permanent certification who receive an additional certification after 2/04]	<ul style="list-style-type: none"> • Pre-approved graduate courses beyond certification requirements.
Teacher's expected participation with the estimation of the average number of hours they will participate in PD during the school year.	<ul style="list-style-type: none"> • It is expected that faculty will, at minimum, participate in 35 hours of district recognized staff development each year.
Alignment of professional development with NYS standards and assessments, student's needs and teacher capacity.	<ul style="list-style-type: none"> • All PD opportunities are aligned with goals and strategic plans, which are aligned with NYS Learning Standards.
The articulation of PD across grade levels	<ul style="list-style-type: none"> • Superintendent's Conference days and faculty meetings will be used to articulate the PDP and yearly goals for each building.
Evidence that the district has made an effort to ensure that the PD is continuous and that the manner and means for delivering PD has been effective	<ul style="list-style-type: none"> • District goals. • Grade and department goals include a reflective process to ensure continuous PD and the level of effectiveness. • Plans are reviewed during the summer and through-out the year. • New goals are set in place each year for on-going PD. • JHS/HS teachers' schedules provide professional development periods on a regular basis. • Staff facilitators are trained by experts in the area of effective PD. • Yearly review of PD at the building level. • Elementary Teachers are provided before school PD throughout the year as per the teachers' contract.
How the district will assess the impact of PD on student achievement and student performance	<ul style="list-style-type: none"> • Strategic planning and goals are directly connected with data analysis of student learning.
Teacher Mentors	<ul style="list-style-type: none"> • The role of the mentors shall include but will not be limited to providing guidance and support to the new teachers of the District. • Junior – Senior High: teachers who wish to be considered for mentoring positions will discuss their interest with the HS Principal. Department and content area needs will be considered. Other ways of mentoring include meetings with new teachers, observation of other teachers and coaching. • Elementary: mentors will apply for mentoring positions as posted.

Record-keeping Requirements: 100 hours	<ul style="list-style-type: none"> • The District will maintain records for teachers certified as of 2/04 that are placed on MLP. Teachers are also expected to keep a record. • Records will include: the name of the professional certificate holder, his/her teacher certification identifying number, the title of the program, the number of hours completed, and the date and location of the program. The District will retain the information for seven years from the date of completion of the professional development by the professional certificate holder.
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Administrators with specific expertise such as:

- Technology
- Students with Disabilities
- ENL programs and practices
- Leadership: including MPPR and related standards for leadership
- Marzano Framework for Teaching and related Rubric
- Curriculum and Instruction
- Diversity and Inclusivity

Teacher Leaders approved by administration and BOE as trained and paid facilitators such as:

- Curriculum Development
- Professional Goal Setting Practices
- Data Analysis for improving student performance
- Instructional Practice PD in all areas of instruction and assessment

In accordance with 8 N.Y.C.R.R. 80-3.6 and new CTLE requirements the following consultants, organizations, and district staff have been vetted by the district and have a history of working with the district to design and implement programs to improve educator pedagogical and/or leadership skills including improving student performance and collaboration and development of professionalism and leadership as part of the district commitment to continuous improvement in teaching and learning. Our focus is on developing a learning organization where collaboration and improvement in practice are intentionally designed to support all students and their families.

All Professional Developers/Consultants listed below have previously worked in our district and the work aligns with regulations and with the mission and vision for the district.

Professional Growth and Curriculum Development Providers

Name	Organization
Responsive Classroom	85 Avenue A POB 718 Turners Falls, MA 01376
Lea Mercantini Leibowitz	20 High Pasture Circle Dix Hills, NY 11746
Molly Feeney Wood	14 Middleville Road Northport, NY 11768
Andrea Honigsfeld, Ed.D.	Associate Dean & Director of Doctoral Program in Education Malloy College (ENL Education)

Lisa Grippo	zSpace
Life's WORC (Kristen Schreck)	1501 Franklin Avenue Garden City, NY 11530
Corrine Suckle	Read 180 Houghton Mufflin Harcourt 125 High Street Boston, MA 02110
Dr. Peter Wigg	810 East Main Street Riverhead, NY 11901
Kerry Leo	DaVinci Education & Research 550 North Country Road, Suite B St. James, NY 11780
Lauren Marra	Marra & Glick Applied Behavior Analysts 1737 Veterans Memorial Highway, Suite 1 Islandia, NY 11747
Carrie McDermott	CMG EdGroup LLC 94 Gardiners Ave Suite 383A Levittown, NY 11756
Branching Minds, A Path for Every Learner	Maya Gat and Staff 1407 Broadway, 24th Floor New York, New York 10018 www.branchingminds.com
RCP Consultants Inc. Rose Peppe, Consultant	2309 Concord Street Oceanside, NY 11572 rcpconsult@aol.com
Eastern Suffolk BOCES	507 Deer Park Avenue Huntington Station, NY 11746
Western Suffolk BOCES	201 Sunrise Highway Patchogue, NY 11772
Mattituck-Cutchogue School District	385 Depot Lane Cutchogue, NY 11935
Lawrence Farrell	Mathematics Consultant Hampton Bays, NY
Dr. Barbara Murphy	264 Franklin Avenue Sea Cliff, NY 11579 blmurf@aol.com
Teachers College	154 20 th Street New York, NY
Joel Vetter, Chief School Safety	Suffolk County Fire, Rescue & Emergency Services 102 East Avenue Yaphank, NY 11980-0127 631-852-4851
Adi Addvensky, Regional Sales Manager	GoGuardian aaddvensky@goguardian.com 424-351-9692
IXL Professional Learning Coordinator Sarah Rice	1500 Perimeter Park Dr. Suite 200 Morrisville, NY 27560 855-255-8800
Melora Loffreto	Kidoyo

	631-923-3060
Newsela Craig Culhane	Newsela Partnerships 646-258-4254
GCN Craig Boyles BFA, Operations Director	Global Compliance Network E: craig@gcntraining.com P: 855-888-4426 ext. 2
Tami Fielteau Michael Holley Quarib Chowdhury	Naviance Support 3033 Wilson Blvd. Suite 500 Arlington, VA 22201
Mid East Suffolk Teacher Center (MESTRACT)	105 Ridge Road, Ridge, NY 11961 631-345-3461

In summary, the Mattituck-Cutchogue Union Free School District Professional Development Plan provides the framework needed to coordinate the many and varied professional growth activities in which Mattituck-Cutchogue Union Free School District faculty members have traditionally participated. It connects staff development efforts with District goals and standards, State mandates and the needs of individual buildings, grade levels and disciplines. It is guided by data on student performance assembled from a multiplicity of sources, and it is driven by a commitment to improve student achievement. At the same time, it encourages flexibility and diversity in program design, and it encourages individual teachers to continue their work in areas of personal interest. Most significantly, it sustains and extends the commitment of the Mattituck-Cutchogue Schools to serving as a community of learners that promotes continuous inquiry and embeds professional growth in daily school life.

The Professional Development Plan Committee would like to thank the Board of Education for its support in the pursuit of the development of this plan and for its consideration of the recommendations contained in this report.