

Bayport-Blue Point School District



Professional Learning Plan

2025-2026

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I. Background Information

The Bayport-Blue Point School District Professional Learning Plan aims to enhance teaching quality and student learning outcomes. It ensures that educators engage in substantial, need-based professional development to foster professional growth, stay current in their field, and address student learning needs. Our plan outlines how we will provide tailored professional development opportunities aligned with state standards and effective practices, with a focus on measuring impact.

New York State's Professional Learning Standards guide high-quality professional development for educators, emphasizing ongoing growth and reflective practice. These standards, informed by various national and state frameworks, prioritize contextualized learning experiences tailored to individual and educational contexts. They empower educators to take ownership of their professional development.

Aligned with these standards, our district recognizes key domains such as:

1. Professional Growth and Collaboration
2. Expanding Professional Capacity
3. Leadership
4. Professional Learning Approaches
5. Utilizing Data
6. Cultural Responsiveness
7. Engagement Among Diverse Communities

These domains, established by the New York State Professional Standards and Practices Board Project, serve as our foundation for professional learning commitment.

II. Mission, Vision, and Core Values

Mission: Bayport-Blue Point provides a wide variety of opportunities, experiences, and supports that develop each student as a person and as a learner prepared to contribute positively to society.

Vision: We are a district where every student feels a sense of Belonging, and Believes in their potential, as they grow socially, emotionally, and academically, into the leaders of tomorrow for whom anything is Possible.

Core Beliefs: We will focus on and demonstrate the following beliefs and values:

- Challenge all students: Encourage students to push their boundaries and strive for excellence.
- Respect, hard work, and consistency: Uphold these values to maintain integrity, work ethic, and professionalism.
- Honesty: Be open and honest in all communications and actions.
- Inclusivity: Ensure everyone feels welcome and valued, regardless of their background or identity.
- Whole child approach: Consider all aspects of a child's development.
- Academic excellence: Strive for the highest standards in education.
- Belonging: Foster a sense of appreciation, validation, acceptance, and fair treatment among all members of the community.
- Students first: Prioritize the needs and well-being of students in all decisions and actions.
- Empathy: Understand and respect the different lived experiences of families, students, and staff.
- Civility: Exchange ideas and share perspectives through civil discourse and mutual respect, even when our perspectives differ.

III. Priority Areas

Community Connection

Goal: We will enhance communication between school and home to create greater opportunities for students both in and out of the classroom.

Academic Excellence

Goal: In order to prepare students for multiple pathways, we will ensure that the programs provided at all levels demonstrate a commitment to providing challenging and diverse experiences tailored to their individual needs and interests.

The Student Experience

Goal: We will provide students with opportunities to explore vocations while being given sufficient mental/social health supports and real-world experiences.

IV. Introduction

For teachers, ongoing professional development is essential for growth and improvement. However, many see traditional professional development methods as outdated, leading school districts to adopt professional learning systems instead. This shift emphasizes interactive learning strategies over passive development techniques, aligning with the modern classroom's emphasis on technology and active learning.

Professional development typically involves seminars, lectures, or workshops, often passive in nature, focusing on imparting information to educators. In contrast, professional learning encourages interactive learning and collaboration among teachers, fostering communities where educators collectively enhance their teaching methods and student outcomes. This approach emphasizes individual, collegial, and organizational improvement, aligning with state standards and focusing on the needs of students.

For instance, in the Bayport-Blue Point School District, a commitment to high-quality, sustained professional learning programs ensures that educators receive need-based opportunities aligned with state standards. This approach aims to improve teaching quality, student learning outcomes, and overall educational effectiveness through meaningful, research-based practices.

V. Overview

The leaders of the Bayport-Blue Point Union Free School District recognize the imperative fusion of academic excellence with the essential skills and knowledge crucial for success in the 21st century. This conviction underpins our commitment to recruit highly qualified professionals and equip them with ongoing training and support. The Professional Learning Plan Committee, comprising members of the district's Instructional Council, embodies this belief.

Our Professional Learning Plan (PLP) continually evolves as the Committee refines its established goals and objectives, rooted in the district's Strategic Plan, including the mission and vision statements, our core values, and our priority areas of community connection, academic excellence, and the student experience. Understanding that no single element guarantees student success, these principles collectively equip students to navigate 21st-century challenges. Students are encouraged to engage in critical and creative thinking for effective problem-solving.

We prioritize enhancing student engagement, instructional differentiation, and learning experiences. Teachers are encouraged to design authentic learning opportunities through project and inquiry-based activities. Leveraging technology, students can forge connections with diverse stakeholders and actively participate in the learning process, fostering 21st-century communication skills. By embracing technology, our students transcend local boundaries, collaborating with global partners to enrich their educational journey. Our aim is to provide students with diverse pathways and the requisite tools for postsecondary education and career readiness. Furthermore, through education and professional development, we nurture character and promote responsible citizenship essential for individual and collective success in this evolving era.

VI. Members

A committee charged with updating the Professional Learning Plan for the 2022-2025 school years and beyond was convened in 2021 and the District's Instructional Council meets on an annual basis to review and revise the plan. Each district building, grade, and secondary departments are represented. Updates are presented to the Board of Education on an annual basis.

The following positions make up the District's Instructional Council:

Co-Chairs

- Assistant Superintendent for Curriculum and Instruction
- BBPTA President

Districtwide Staff

- Administrator for Pupil Personnel Services
- ESOL and World Language Department Chairperson
- Guidance Department Chairperson
- Library-Media Specialists Teacher-in-Charge
- Director of Technology
- Social Studies Department Chairperson
- Physical Education Chairperson
- Director of P.E., Health and Interscholastic Sports
- Special Education Department Chairperson
- Technology Specialist
- English Department Chairperson
- Science Department Chairperson
- Music and Art Department Chairperson
- Mathematics Department Chairperson

Elementary Staff

- Literacy and Writing Specialist
- Teacher, Blue Point Elementary School
- Elementary School Principal
- Teacher, Sylvan Avenue Elementary School
- Teacher, Sylvan Avenue Elementary School
- Teacher, Sylvan Avenue Elementary School
- Teacher, Academy Street Elementary School
- Teacher, Academy Street Elementary School
- Teacher, Academy Street Elementary School
- Teacher, Blue Point Elementary School
- Teacher, Blue Point Elementary School

*Annual elections for representatives to take place in September.

Secondary Staff

- Teacher, James Wilson Young Middle School
- Teacher, Bayport-Blue Point High School
- Teacher, James Wilson Young Middle School
- Teacher, James Wilson Young Middle School
- Bayport-Blue Point High School Interim Principal
- James Wilson Young Middle School Principal
- Teacher, Bayport-Blue Point High School Representative
- Teacher, Bayport-Blue Point High School Representative

*Annual elections for representatives to take place in September.

Each building-level School Improvement Team is responsible for developing goals and objectives to improve and enhance student achievement through the analysis of data. Each of the teams consists of the following constituents:

- Administrator
- Teachers
- Parents
- Support Staff
- Teacher Assistant
- Students (High School)

VI. Professional Learning Plan Committee Activities

The Professional Learning Plan was updated through a collaborative process involving teachers and administrators. The committee referred in part to Commissioner's Regulations Subpart 80-6. Please refer to:

- <http://www.nysed.gov/common/nysed/files/programs/postsecondary-services/plp-guidance.pdf>
- <http://www.nysed.gov/common/nysed/files/nys-professional-learning-standards.approved-may-21-2018-final.pdf>
- <http://www.highered.nysed.gov/tcert/resteachers/ctle.html>
- <http://www.highered.nysed.gov/tcert/resteachers/ctle-hours>
- <http://www.highered.nysed.gov/tcert/resteachers/ctle-language-acquisition.html>
- <http://www.highered.nysed.gov/tcert/resteachers/registration>
- <https://govt.westlaw.com/nycrr/Browse/Home/NewYork/NewYorkCodesRulesandRegulations?guid=Ife0ec340033111e6b5f0e93d2e6bb200>

The multi-year PLP will continue to build on Bayport-Blue Point's accomplished record of student achievement, as evidenced by results of Regents examinations, Regents diplomas, Advanced Placement examinations, and the number of students who are enrolled in challenging upper level courses. In accordance with the Commissioner's Part 154 Regulations, schools districts are required to ensure that a prescribed percentage of Professional Learning hours be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction:

- 15% total hours ELL-specific PL for All teachers

One of the primary tasks of the PLP committee was to evaluate data and meet with staff to obtain teacher input regarding Professional Learning needs. According to the American Federation of Teachers, Professional Learning is a continuous process of individual and collective examination of practice. It should empower individual educators and communities of educators to make complex decisions; identify and solve problems; and connect theory, practice, and student outcomes. It should also enable teachers to offer students the learning opportunities that will prepare them to meet next generation learning standards in all content areas and to successfully assume adult responsibilities for citizenship and work.

Bayport-Blue Point staff currently have opportunities to participate in Professional Learning during the school day, after school, and during the summer. During the school year there are two to three scheduled Superintendent's Conference days which total twelve hours respectively. There is one faculty meeting held each month lasting approximately one hour each, totaling ten hours. There are also additional opportunities for PL at department meetings and through a district provided hour of PL each quarter. New teachers attend an orientation session during the summer, a new teacher PL workshop series for their first four years, are assigned mentors, and are given additional Professional Learning opportunities throughout the school year. There are also other PL opportunities for all staff during the day (i.e. common planning time, grade level meetings, etc.).

The average number of hours a teacher will be involved with professional learning on an annual basis is 40 hours (100 hours of Professional Learning every five years as prescribed in Part 80 of the Commissioner's Regulations). This will be fulfilled by their attendance during the mandated professional learning sessions built into their contractual school year:

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. Workshops may occur during the following meetings:

Meeting Approximate CTLE hours approved/school year

- Superintendent's Conference Days - Maximum of 20 hours
- Afterschool PL Contractual Time - 4 hours
- Contractual PL period (Secondary & Elementary) - 30-48 hours
- Afterschool Department/Building Level Meeting - 10 hours
- Summer Professional Learning Sessions (new teachers) - 6 hours
- Contractual Professional Planning - 20-30 Hours
- New Teacher Workshop (Year 4 Participants) - 10 Hours

It would be important to note that all Professional Learning activity records are logged and maintained in the district's MyLeaningPlan.com platform.

The Bayport-Blue Point School District follows the New York State Professional Learning Standards which are based on fundamental knowledge about contextual factors from converging research about effective professional learning and its ultimate impact on student learning. Attributes of effective professional learning include the following:

- Effective professional learning fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.
- Effective professional learning is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.
- 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. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Learning Plan, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional learning.
- Professional learning is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They

foster collegiality and problem-solving, and they emphasize continuous improvement in classrooms and schools.

- Professional learning is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional learning recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- Professional learning is most effective when it is job-embedded, directly relevant to classroom practice, provided over time, and when it provides the opportunity for the practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Professional learning is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources and must be sufficiently sustained over time to ensure the full impact of professional learning. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

Structure of Professional Learning

It is the goal of the PLP Committee to continue implementing new opportunities for professional growth. Currently, Professional Learning opportunities are offered in a variety of formats and include and not limited to:

- Collegial Circles / Study Groups / Book Talks led by teachers/administrators
- Courses: Graduate / In-Service / On-Line Instructor Training Opportunities
- One-to-one and group coaching by Instructional Coaches
- Professional Learning Communities
- Technology Training by Technology Specialists
- Conferences / Workshops: In-District / Out-of-District Mentoring / Mentor Training
- Curriculum Writing
- New Teacher Institute / Student Teacher Orientations
- Out-of-district Visitations
- In-district Visitations
- Independent Professional Reading
- Independent Research
- Test Development
- Observations: Pre / Post Conferences
- District-wide Grade Level Collaboration
- Department Collaboration

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.

All graduate and in-service coursework must have the prior approval of the Assistant Superintendent for Curriculum and Instruction. This promotes alignment with the New York State Standards. Courses completed at an institution of higher education (IHE) can count towards the CTLE requirement only if the IHE is an approved CTLE sponsor and awards CTLE hours for the courses.

For credit-bearing university or college courses, each semester hour of credit is equal to 15 clock hours of CTLE, and each quarter-hour of credit is equal to 10 clock hours of CTLE. For all other approved CTLE activities, one CTLE clock hour is a minimum of 60 minutes of instruction/education.

Presentation Style

- Attendance at conferences and workshops
- BBP Teacher Professional Learning Center
- Classroom visitations
- Coaching
- Collegial circles
- Outside consultants
- Teacher-to-teacher (coaching)
- Turnkey training
- Virtual conferences, meetings, and webinars

Presentation Time

- Common planning period
- Department and grade level release time for PL and collaboration Professional Learning period
- Grade level/department meetings
- Superintendent's Conference Days
- Faculty meetings
- Quarterly PL

District Providers

- Assistant Superintendents & Superintendent of Schools
- BBP Administrators (all principals, assistant principals and directors)
- BBP Behavioral Specialists (employed and/or contracted)
- BBP Chairpersons
- BBP ESL/ELL Teachers
- BBP Literacy Coaches
- BBP PPS Teachers and Staff
- BBP teachers approved by the Assistant Superintendent for Curriculum and Instruction and/or Superintendent of Schools
- BBP Teachers-in-Charge

- BBP Teacher Mentors
- BBP Technology Department
- Behavioral Consulting

VII. Schoolwide Data

The BBPSD will review multiple sources to develop the Professional Learning program. The following will be analyzed annually to determine the focus and content of the Professional Development Plan. Student needs will be addressed with the review and analysis of district wide assessments. The articulation will take place at building-wide, grade-level, and departmental meetings.

Student Achievement Data

- AIS/RTI Reports
- AP Results
- BOCES created Assessment Data Dashboards
- DASA Information
- Disaggregated Student Achievement Data
- Fountas and Pinnell Benchmarks
- i-Ready Reports
- Local Math Assessment
- Next Generation Learning Standards
- NYS and District Assessments (3-8 testing and Regents exams) & School Meter Data ● State School Report Card & School Student Report Cards
- Special Education Identifications and Annual Reviews
- Student Attendance and Discipline Reports
- Supervisor and Department Data Analysis and Recommendations
- VADIR Reports

Surveys

- Staff/Student/Parents/Guardians Surveys

Additional Data Sources

- Annual Professional Performance Reviews
- BEDS Data
- District Internal Achievement Data
- Longitudinal Student Performance Data

Mentor Program

- Program Reviews
- SED Regulations and Mandates
- Teacher Retention and Turnover Rates

VIII. Districtwide Goals for Professional Growth

The overriding goal of the Professional Learning plan is to enhance the performance of students and teachers in conjunction with the district's emerging strategic plan and various instructional initiatives.

High-Quality Professional Learning includes:

1. 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. Content Knowledge and Quality Teaching: learning expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. Research-based Professional Learning: provides educators with opportunities to analyze, apply and engage in research.
4. Collaboration: Professional learning ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. Diverse Learning: ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. Student Learning Environments: ensures that educators can create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family, and Community Engagement: 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. Data-driven Professional Practice: uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, monitor student progress, and help sustain continuous professional growth.
9. Technology: promotes technological literacy and facilitates the effective use of all appropriate technology in all content areas.
10. Evaluation: uses multiple sources of information to assess its effectiveness in improving professional practice and student learning.

PROFESSIONAL GROWTH: Bayport-Blue Point School professionals will be reflective in practice and be provided professional growth opportunities.

- Professional Growth Goal 1: Create and provide professional learning opportunities for staff and Board of Education members that support district goals and initiatives.
- Professional Growth Goal 2: Increase opportunity and capacity to foster, share and highlight effective instructional leadership through self-reflection and peer-to-peer learning while fostering a safe, collegial space.
- Professional Growth Goal 3: Engage in ongoing professional learning to encourage and educational environment that promotes wellness and cultural responsiveness.

IX. Implementation of the Professional Learning Plan

The Bayport-Blue-Point School District is committed to an ongoing program of staff development as evidenced by continuous communication among central administration, the teachers' union, the Teacher Center, and PTA (parental groups). The establishment of ongoing, multi-year school district educational goals has institutionalized this commitment. Ongoing activities focus on all academic areas and include initiatives such as technology, differentiated instruction, the Culturally Responsive Classroom, integration, literacy, academic vocabulary instruction, and teacher training to meet the new state assessments. Implementation of these goals has been achieved by an evolving series of staff development opportunities that are regularly evaluated and revised.

The Professional Learning Committee offers the following recommendations for the identification, development, implementation, and evaluation of Professional Learning opportunities:

1. Continue to create and build upon the Teacher Professional Learning Center. The purpose of the center is to build internal capacity by calling upon teachers who have an expertise in an area to provide Professional Learning for other teachers/staff within the school district. This is a program, that once established, we may want to reach out to neighboring districts and expand the types of offerings we can offer our staff.
2. Provide teachers and other educational professionals new to the Bayport-Blue Point School District with four years of the New Teacher Staff Development program.
3. Continue to evaluate the New Teacher Staff Development Program and make changes as necessary in response to the needs of new staff in the Bayport-Blue Point School District with focus on classroom instruction and pedagogical decision-making.
4. Continue to provide curriculum development opportunities for teachers and other educational professionals.
5. Continue to utilize the Instructional Council to assist the Assistant Superintendent for Curriculum and Instruction with creating the PLP program.
6. Conduct a needs assessment survey to assess changes in Professional Learning priorities.
7. Plan and implement training in regards to APPR as required.
8. Continue the process of administrative evaluation of school and district performance levels, noting particularly the degree to which each school has met New York State Standards and building level and district goals for the purpose of targeting Professional Learning activities designed to address student performance gaps. In this evaluation, the documents listed above (see section VI) will be reviewed.
9. At the beginning of each school year, District Office Administration will meet with the district leadership team (principals, assistant principals, directors, and chairpersons), who will then meet with their respective staff to plan Professional Learning programs for the ensuing year. These individual building Professional Learning activities should be designed to support the district's instructional priorities, extend teachers' knowledge and understanding of content and pedagogy for the purpose of increasing student achievement and learning capabilities. Such programs should be based on each school's needs as determined by their building-needs analysis.

10. Continue the practice of maintaining a database of relevant student achievement data by school and teacher to serve as the basis for each school's needs analysis, goal setting and Professional Learning activities.
11. Assess the impact of Professional Learning on student achievement by examining student results and surveying the staff.
12. Continue to provide appropriate on-going training and professional development to CSE and CPSE members, and other special education program and service providers to ensure their continuing awareness of their obligations and responsibilities under the law.

X. Mentoring Program

The Bayport-Blue Point Mentoring Program is designed to help all new teachers and current teachers alike to feel embraced, united, empowered, enlightened, reflective and adaptable in this ever-changing profession. Simply stated; the purpose of the Mentor Program is to support new teachers in becoming master teachers within our District. Our District hires individuals because they have something unique to offer our district. It is imperative that our educators strive to reach the Blue and Gold Standard by learning, leading, and serving. Our goal, collaboratively is to maximize your potential as a professional. It is not our intention to provide new teachers with additional work, but to extend to them professional development offerings that will support them in their craft.

Our mentor program is also a resource to navigate new professional relationships with colleagues. The positive rapport established among these pairings can ignite a school culture bursting with positivity and unification. The teachers hired in the same cohort this school year will be together throughout their journey to becoming some of B-BP's finest educators. We hope that through our program we will assist the mentor and mentee in establishing a relationship of trust, respect, openness, and risk-taking. Together, the mentor and mentee will learn, adapt, and grow as reflective practitioners. Our program respects that not all new teachers in B-BP are new to the teaching profession. One commonality between all new hires is that everyone will be learning the protocol, procedures and curriculum within the various buildings at B-BP. In addition, as each new teacher comes to B-BP with varying experiences, they will be provided with the support and resources they need for their unique positions. All new teachers will maintain a focus on mastery level objectives, questioning, and higher level thinking as they construct their lessons. Teachers will consider their students' abilities and interests during their daily interactions, in order to build relationships. Confidentiality is essential to the success and trust of new teachers. Conversations, frustrations, fears, and all other encounters will remain private/ confidential information. Conversations between the mentees and the mentor coordinator or mentors and the mentor coordinator shall remain confidential (it is understood that items that violate any law or endanger students are not included in this confidentiality.).

The mentors in the program are available to new teachers in order to guide, coach, and provide feedback to new teachers, not to evaluate them. Through the work of collaborative meetings and professional development, teachers will fine-tune their craft and increase their longevity in the district.

The Mentoring Program of the Bayport-Blue Point School District is designed to provide support for new teachers in the classroom in order to ease the transition from teacher preparation to practice. Its goal is to increase the retention of teachers in public schools, and to develop the skills of new teachers in order to improve student achievement in accordance with the State Learning Standards. The administration will assist all new hires in adjusting to our district. New teachers are required to attend a two-day summer orientation program before the start of school. Any training that is a requirement for employment or teacher certification will not be approved to count as hours for CTLE.

Effective December 31, 2019 (not retroactive), Educators acting as a mentor to a new classroom teacher as part of a school district's or BOCES' mentoring program may, at the discretion of the school

district or BOCES, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district or BOCES, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

Mission Statement

The Bayport-Blue Point District recognizes the need to attract and retain qualified professionals in order to provide the best education for our students.

The program is designed to help all newly hired B-BP teachers feel embraced, united, enlightened, reflective and adaptable in this ever-changing profession. As part of a comprehensive induction process, our mentorship program is established to assist educators in becoming ‘master teachers’ through professional development offerings, reflective practice, and collaboration with mentors and colleagues. It will promote new teachers’ personal and professional well-being and transmit the positive culture of B-BP to teachers new to the district.

The mentor will receive compensation as per the B-BP Teachers’ Association Contract. The Bayport-Blue Point mentoring program does not evaluate teacher performance.

New Teacher Orientation

As part of the mentoring program, New Teacher Orientation will provide specialized training to welcome and acclimate first year teachers to the Bayport-Blue Point School District. First year teachers will attend an orientation to understand the District’s: procedures, instructional expectations, technology, and mentoring program.

Additionally, new teachers will meet during Faculty/Department Meetings and participate in the mandatory after-school New Teacher Workshops. 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

XI. NYS Teaching Standards

As a result, at their January, 2011 meeting, the NYS Teaching Standards (see Appendix B) were adopted by the Board of Regents of the New York State Education Department. They serve as an important foundation for not only initiatives currently underway to improve teaching and learning in NYS and as a basis of work conducted by the Bayport-Blue Point Instructional Council. The 2014 version of the NYS Teaching Standards document will serve as a resource when discussing and planning Professional Learning for the staff of the Bayport-Blue Point School District. As an inclusive district and to the extent by which teacher assistants work directly with our students instructionally, we feel these standards can be used when planning Professional Learning for them as well.

The New York State (NYS) Teaching Standards, Elements, and Performance Indicators provide a common foundation for:

- A teacher's Annual Professional Performance Review
- Discussing and enhancing a teacher's instructional practice
- Establishing the use of a common language as it relates to instruction

The NYS Teaching standards enhance the preparation of teachers by identifying the knowledge and skills that new teachers are expected to have before they enter the classroom. The Teaching Standards, Elements and Performance Indicators will be used to develop and/or identify areas of enhancement for teachers. The NYS Teaching Standards will also serve as the basis for all Professional Learning planning.

- I. Knowledge of Students and Student Learning
- II. Knowledge of Content and Instructional Planning
- III. Instructional Practice
- IV. Learning Environment
- V. Assessment for Student Learning
- VI. Professional Responsibilities and Collaboration
- VII. Professional Growth

<http://www.nysed.gov/educator-quality/teaching-and-educational-leadership-standards>

XII. Evaluation of the Plan

Effective Teacher Professional Learning is a set of activities that produces a demonstrable and measurable effect on student academic achievement. Staff development programs are developed as a result of the needs assessment profile. All staff development programs are required to have an evaluation component that is reviewed to determine the efficacy of the programs delivered. This district also engages in the analysis, interpretation, and evaluation of testing results to effectively plan staff development at grade level meetings, department meetings, and faculty meetings by using the following reports: Eastern Suffolk BOCES Data Warehouse, Districtwide Assessments, NYSESLAT, iReady Reading and Math Benchmark Assessments, quarterly common assessments, final exams, Regents and AP exams results.

- Annual Review/Survey
- Assessing and evaluating all Professional Learning opportunities using various survey instruments, such as; survey monkey

XIII. Professional Learning Focus Areas

Student Performance – Across the Curriculum

- New York State Learning Standards
- Regents and Advanced Regents Diploma (Mastery)
- Early Literacy
- Response to Intervention
- Graduation Requirements for SWDs/ELLs
- ENL Curriculum
- New Curriculum
- Elementary ELA
- Restorative Practices
- Social Media
- iReady / SAVVAS
- STEM
- Vocabulary
- Writing in all content areas
- Rubric design
- Reading Comprehension
- Strategic Writing ELLs

Student Engagement/Safety

- Student-Centered Learning
- Design Qualities
- Differentiated Instruction
- Assessment Techniques
- Strategies for Integration
- Integration of Learning Standards
- Curriculum Mapping
- Enrichment
- Classroom Environment
- SEL
- Bully Prevention
- Classroom Management
- Restorative Practices
- Digital Citizenship and Internet Safety
- Civic Engagement and Community Service
- Health and Wellness
- Internet Safety
- School Safety

Technology (21st Century Skills)

- Curriculum integration of software

- Instructional software and web-based resources
- Electronic communication tools
- Student Management and Reporting Programs
- District On-line Resources Virtual Reference Collection (VRC)
- Online Study and Review Programs (electronic textbook resources)
- Digital Citizenship

Teachers as Reflective Practitioners

- Conference Attendance
- District Hosted Workshops
- In-service Workshops
- Peer Coaching
- Peer Reviews (classroom visitations)
- Faculty/Department/Grade Level Meetings
- Professional Periods (PLPs and PLCs)
- New Teacher Orientation
- Mentoring
- Curriculum Development and Mapping

Evaluation sources

- Faculty/Student Surveys
- Technology Survey
- District Committees
- Self-evaluation of the Individual Professional Learning Plan
- Network Program usage reports
- Frontline

XIV. 100 Hour PL Requirement

Reporting Requirements

CTLE certificate holder: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in an NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

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 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 Bayport-Blue Point will be maintained in Frontline. Sponsors are required to issue certificates of completion and maintain records of all completed CTLE activities for at least eight years from dates of completion. Educators will not need to send documentation of their CTLE clock hours to NYSED for the re-registration process. However, such records must be retained by the educator for at least three years from the end of the registration period in which the CTLE was completed and be available for review by NYSED upon request.

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 - Level III:** 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.

These professional learning requirements will be met through in-service course work, in-district workshops, out-of-district workshops, classroom coaching, peer coaching, and collegial circles provided by:

- Bayport-Blue-Point School District teachers, principals, assistant principals, directors, central administration, MESTRACT, Eastern/Western Suffolk BOCES, Molloy College, consultants listed on the district's PL Plan, and other NYSED-approved CTLE providers.

ACCEPTABLE CTLE ACTIVITIES (and other important links)

<https://www.highered.nysed.gov/tcert/resteachers/ctle-acceptable.html>

<http://www.highered.nysed.gov/tcert/resteachers/ctle-hours>

<https://www.highered.nysed.gov/tcert/resteachers/registrationctlehome.html>

Reporting Requirements

CTLE certificate holder: A Registered holder of a professional classroom teaching certificate, educational leadership certificate, or Level III teaching assistant certificate is required to successfully complete 100 clock hours of acceptable CTLE during the registration period if they practice in an NYS school district or BOCES. The CTLE requirement may be completed at any time during the registration period. CTLE completed during a prior registration period may not be carried over.

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 Bayport-Blue Point School District will be maintained in Frontline

OPPORTUNITIES FOR PROFESSIONAL LEARNING HOURS

Out-of-District Activities

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

- Grade/Department Level Meetings - 1 hour per meeting for a total of 5 meetings per year

Building Level Activities

- Faculty Meetings - 1 hour per meeting for a total of 5 meetings per year
- Professional Workshops - Teachers are assigned a Professional Development Period (PDP) before or after the school day. Elementary teachers are assigned (2) 40-minute PDPs per week. Secondary teachers are assigned (2) 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

XV. Conclusion

The Bayport-Blue Point Union Free School District's Professional Learning Plan provides the framework for the identification, development, and implementation of Professional Learning opportunities for the District's staff. It is designed to connect Professional Learning with the goals of the District, the New York State standards and assessments and includes what the committee views as essential elements to 21st Century Learning. Moreover, it is designed to provide flexibility in meeting the specific and unique needs of schools, departments, and individuals. It is based, in part, on student achievement data. The goal and intent of the plan is the improvement of student learning and achievement. It is designed to be a systemic approach in fostering an atmosphere of ongoing inquiry and life-long learning. It is guided by the pertinent research regarding effective Professional Learning and defines Professional Learning as a holistic approach rather than an isolated term. It is pragmatic and mindful, and it recognizes the value and importance of Professional Learning and its relationship to the overall success and effectiveness of the school district.

Needs Assessment Sources Used

X	School Report Card
X	BEDS data
X	NYS Assessments
X	Special designation schools, TSI, CSI, Title I
X	Student attendance rates
X	Graduation and drop-out rates
X	Student performance results disaggregated by ethnicity, gender, SES, and other special needs
X	State benchmarks for student performance
X	Other student surveys
X	Longitudinal data
X	Teacher proficiency data
X	Teacher surveys
X	Student surveys
X	Community surveys

"X" Other (specify): i-Ready Data

District Resources*Fiscal Resources:*

X	ESSA Title I School Improvement Grant, Title IIa, Title IV
X	District Professional Development Budget

Staff Resources:

X	Curriculum developers
X	Content specialists
X	Exemplary teachers
X	Administrators
X	Instructional Coaches

Providers:

X	Institutions of Higher Education
X	Teacher Center

Educational Consultants:

X	Nassau BOCES, Western Suffolk BOCES, Eastern Suffolk BOCES
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Community:

X	Major employers
X	Community-based organizations
X	Parents

XVI. Statement of Assurances

Bayport-Blue Point School District BEDS Code: 580505020000

The Superintendent of Schools certifies that:

1. Planning, implementation and evaluation of the Professional Learning Plan were conducted by a Professional Learning team that included teachers, administrators and others identified in the Plan.
2. The Plan focuses on improving student performance and teacher practice as identified through data analysis.
3. The Plan describes Professional Learning that:
 - a. Is aligned with state content and student performance standards;
 - b. Is articulated within and across grade levels;
 - c. Is continuous and sustained; indicates how classroom instruction and teacher practice will be improved and assessed
4. Indicates how each teacher in the district will participate; and correlates student and teacher needs to district goals and objectives.
5. The Plan indicates an evaluation of the effectiveness of the Professional Learning and a mechanism to adjust activities based upon the evaluation.
6. The Plan or the annual update to the Plan was adopted at a public meeting by the Board of Education.

Superintendent of Schools: _____

Date: _____

Bayport-Blue Point School District Professional Learning Plan

Appendices

Appendix A: Bayport-Blue Point Professional Learning Initiatives

Appendix B: Professional Learning Forms

Appendix A

Bayport-Blue Point Professional Learning Initiatives

Introduction:

The following list of initiatives are designed to provide an overview of Professional Learning that has and is taking place within the school district since the development of this plan in 2022. These initiatives are in various stages of development and the list is not designed to reflect the complete set of Professional Learning activities that take place within all committees, buildings or departments. Most importantly, collegial circles of a professional nature will be encouraged. Collegial circles among professional colleagues represent an essential key to establishing a collaborative culture in the school district.

It is the belief of the Professional Learning Plan committee that staff development and the work of a professional learning community is at the heart of our plan to grow as educators. Pursuing Professional Learning is a shared responsibility between the individual and the school district. We continue to evaluate the efficacy of the following initiatives/curriculum or standing committees to modify this work on an ongoing basis. Below is a list of proposed Professional Learning. This list is not meant to be inclusive and will be reviewed and revised on a regular basis.

Name of Professional Development	Audience	Summary
Art Curriculum	9-12 Teachers	To provide training and facilitate Art curriculum
Behavioral Consulting	K-12	Student evaluations and recommendations for student behavioral interventions, development of functional behavioral assessments and behavior intervention plans.
Castle Learning	K-12 Teachers	Expose teachers to the “in’s and out’s” of Castle Learning, set up assignments, classrooms, and utilize various reports
Child Behavior Consulting LLC	K-12 Teachers, Teacher Assistants, Teacher Aides, Staff	Promote and support social and emotional learning, provide support and training to K-12 Teachers, Teacher Assistants, Teacher Aides and Staff
Chromebooks / Chrome Application Suite	Grades 5-12 Teachers	To show teachers how to incorporate the Chromebook and educational apps into the classroom
Co-teaching	K-12	Training to learn about sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction, and evaluation for a classroom of students.

Crisis Prevention Institute (CPI)	K-5 Teachers	Training for service professionals to address the need of safe, respectful, noninvasive methods for managing disruptive and assaultive behavior in a way that is compatible with staff's duty to provide the best possible care
Curriculum Planning / Writing	Curriculum Writers	Provide training on writing curriculum using UBD
Discovery Education Techbook	Grades 5, 6 and 7 Teachers	To provide training to utilize the Sci. and Social Studies Techbook with their students. This includes lesson development, differentiation and hands on training
Down Syndrome Advocacy Foundation (DSAF)	K-12 Teachers, Teacher Assistants, Teacher Aides, Staff	Provide support and training to K-12 teachers, teacher assistants, teacher aides and staff
Diversity, Equity, and Inclusivity (DEI)	District Staff	Develop an awareness around issues of Diversity, Equity, and Inclusivity throughout the region.
English Curriculum	K-12 Teachers	To provide training and facilitate English curriculum
eSchool Features	Grades K-12 Teachers	Expose teachers to various tools such as the new gradebook, communication avenues and teacher/student reports
Wellness / SEL / Post-Suicide Counseling	Students / Staff / Community	Outreach to educate students, staff and the community about wellness, SEL and post-suicide counselling
Flipping Your Classroom	K-12 Teachers	Teachers learn about “flipped classroom” instruction techniques and best practices including NearPod, Google Classroom, Edmodo, TedEd, Kahn Academy, EdPuzzle, and screencasting tools
Guidance	K-12 Teachers	To provide support and training
Health	Staff	Training to support the fulfillment of staff responsibilities in regard to student health services
IEP Development	K-12 Special Ed Teachers	Compliance with indicator 13
Integrating Google and Other Tools into your Classroom	K-12 Teachers	Integration of various tools and apps into the classroom. In addition to learning about more Google tools, teachers will learn about Socrative, Kahoot, Quizlet, Answer Garden, Padlet, Today's Meet, Prezi, Glogster, and Screencasting
iPad Apps	Grades K-12 Teachers	To show teachers how to incorporate the iPad and educational apps into the classroom

i-Ready	Grades K-6 Teachers	Diagnostic and instructional tool to supplement existing curriculum
Lesson Planning – Objectives, Questioning and Feedback	New Teacher Program (K-12)	Provide training on lesson planning
Library	K-12	To provide training and facilitate library curriculum
Literacy Coaches	K-5	To provide training and support for our K-5 Literacy Program
ENL and World Languages Curriculum	K-12 Teachers	To provide training and facilitate ENL and World Languages curriculum
Occupational Education/Art (Home/Career, Tech., Art)	6-8	To provide training and facilitate occupational education/art (home/career, tech., art) curriculum
Mathematics Curriculum	K-12 Teachers	To provide training and facilitate implementation of the mathematics curriculum
Music and Art Curriculum	K-12 Teachers	To provide training and facilitate Music and Art curriculum
New York State Learning Standards	K-12 Teachers	Provide additional training in the New York State Learning Standards
New Teacher Workshop	K-12 Teachers	To provide training, instructional and pedagogical support for our probationary teaching staff.
NYSUT Education & Learning Trust (ELT)	K-12 Teachers	The NYSUT Education & Learning Trust (ELT) is a premiere Professional Learning provider that offers an array of research-based practical programs to assist educators in honing their craft
NYSUT Rubric	K-12 Teachers	To provide training on the NYSUT rubric in order to meet APPR regulations
Pitsco Education	K-12 Teachers	Provide support and training for STEM and STEAM
Pupil Services	6-8	To provide training and facilitate pupil services
Savvas	K-8	Provide training for K-8 Social Studies, Science and Mathematics Programs
School Meter Data	Administrators	Provide data literacy training
Science Curriculum	K-12 Teachers	To provide training in the new science curriculum
Security / Safety	Staff	Provide Security and Safety Training

Social Studies Curriculum	K-12 Teachers	To provide training in the new social studies curriculum
Teaching ELL Students in the Regular Classroom	K-12 Teachers	Developing techniques regular classroom teachers can use throughout the day which would help English Language Learners within the classroom
Teaching Gifted and Talented/Enrichment	Librarians/GT Teacher	Creating authentic and challenging assignments and/or activities for students who are more advanced than grade level requirements
Technology	Staff	Technology mentors and coaches provide support and training to staff
The Energy Bus: The Energy Bus for Schools Leadership Journey (EBSLJ)	K-12 Teachers, Teacher Assistants, Teacher Aides, Staff	Provide support and training to K-12 teachers, teacher assistants, and teacher aides to create and sustain a positive school culture and develop positive school leaders.
Units of Study	K-5 Teachers	To provide staff developers and various workshops to assist with the implementation of Teachers College Reading and Writing
VRC and Digital Library	K-12 Teachers	Librarians will be sharing various resources (virtual reference collection, digital media, ebooks, noodle tools, etc.)
Readers' / Writers' Workshop	K-5 Teachers	To provide a staff developer and various workshops to assist with the implementation of readers'/ writers' workshop
Wellness / SEL / Post-Suicide Counseling	Students / Staff / Community	Outreach to educate students, staff and the community about wellness, SEL and post-suicide counselling
Wellness / SEL	Students / Staff / Community	Educating students, staff and the community about wellness and SEL
Wellness / SEL	Staff / Students	Educating students, staff and the community about wellness and SEL
The Wilson Reading System	Staff	Education and certifying staff on The Wilson Reading System

Appendix B

**Bayport-Blue Point School District
Office of Curriculum and Instruction
189 Academy Street
Bayport, NY 11705
(631) 472-7860**

PROFESSIONAL LEARNING REPORT

This form is to be completed by all faculty members who have received authorization for attendance at an outside 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: _____

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 Bayport-Blue Point 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?

**Bayport-Blue Point School District
Office of Curriculum and Instruction
189 Academy Street
Bayport, NY 11705
(631) 472-7860**

EVALUATION

Name (OPTIONAL): _____

Please rate this workshop by circling one number on the 4-point scale for each of the following questions:

To what extent was the content relevant to you?

1	2	3	4
Not Relevant			Relevant

To what extent were the ideas/suggestions/information useful to you?

1	2	3	4
Not Useful			Useful

To what extent did the workshop meet the goals outlined in the description?

1	2	3	4
Did not Met Goals			Met Goals

What is your overall rating of this workshop?

1	2	3	4
Poor			Excellent

Please rate this workshop by checking the item that best reflects your opinion on each of the following:

This professional learning activity was most useful to me because it (check all that apply):

_____ presented new information

_____ taught me new skills

_____ deepened my understanding

_____ confirmed what I know and do

_____ presented practical, immediate useful ideas

_____ was not useful at all

_____ other (be specific) _____

Ideas for future professional leaning /follow-up sessions or other comments:

Sample CTLE Certificate generated by Frontline

Bayport-Blue Point UFSD

189 Academy Street
Bayport, NY 11705
Phone: (631) 472-7860

(Authorized Provider #: 844)

This certifies that Lauren Maloney
(DOB:4/19/1982, SSN:0000) has

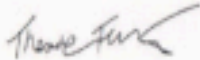
successfully completed the following course/activity:

TEST-Certificate

This started on 2/2/2023 and was completed on 2/2/2023

1 Hours - NYSED Requirement-CTLE Hours

I certify that the individual listed completed the
CTLE cited pursuant to Subpart 80-6 of the
Regulations of the Commissioner of Education



Theodore Fulton
Asst. Superintendent for Curriculum & Instruction