Syosset Central School District

Technology Initiative

Revised March 2017

Prepared by the Syosset Central School District Technology Workgroup

Executive Summary

Technology has reached an important tipping point in education – dropping costs have made major initiatives economical and powerful examples of technology-enabled instruction not just replacing but transforming the classroom. Simultaneously, technology is influencing the world in which we live: it's changing our sense of community, accelerating the pace of change, connecting us nationally and internationally more than ever before.

It forces us to think about how to equip our children – not just with knowledge for a world that has changed, but with the skills to succeed in one that is constantly evolving. Just as the first industrial revolution mechanized agriculture and factories alike, now robots are displacing skilled labor[1] and artificial intelligence will inevitably assume routine knowledge work.[2] We believe Syosset students' futures can move from threatened to thriving – provided we marry fluency in a technology-enabled world with our longstanding focus on intellect, creativity, entrepreneurship and empathy.

Over the course of the last 3 years, the District has been working on implementing a priority Board goal – to dramatically expand the use of technology. The District developed an internal workgroup of teachers and administrators who developed sub-goals for the Board's vision:

- To use technology to enhance students' experience in the classroom;
- To ensure students' proficiency in using technology productivity tools;
- To provide students with literacy in computers themselves by exploring the basics of algorithmic thinking, coding and robotics; and
- To use technology to make the District more efficient in every aspect of its operations.

Unlike "top-down" initiatives where a model is selected and implementation is enforced, Syosset enlisted staff to launch small pilots of dozens of different approaches – to see which worked best, and to identify where the District's infrastructure needed reinforcement. The Pilots were intentionally chosen to reflect common classroom technology models (flipped, blended, 1:1), multiple grade levels (elementary, middle, and high school), students with and without adaptive challenges, different devices (tablets, Chromebooks, computers) and multiple different kinds of technology-enabled environments (labs, Chromebook carts, maker-spaces).

The most promising of these Pilots were expanded – to broader groups of students, to adjacent grade levels, to other buildings – and new models were piloted. In all, some 83 Pilot projects were launched and evaluated. This "bottom-up" approach has resulted in momentum and enthusiasm, a sustainable pace of expansion, and the opportunity to refine approaches before spreading them. It has also enabled the "pioneers" who implemented the initial waves of Pilots to join our Library/Media Specialists as in-house trainers for those who follow.

One thing is clear, our goal is to maximize student learning through excellent classroom instruction using the devices of technology as a tool. Technology has a pivotal role to play to

enhance, not replace excellent instruction. Done well, Syosset will retain its leadership position as a district, but more importantly, our students will have the foundation to succeed not just in the future they discover, but the one they create.

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[1] http://www.businessinsider.com/nobel-economist-angus-deaton-on-how-robotics-threatens-jobs-2016-12

[2] https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/

Our Powerful "WHY Statements"

The development of the Syosset Central School District Technology Initiative was a process that involved dedication, hard work and continuous conversation between the members of the Technology Workgroup, our incredible teaching staff, administration, our enthusiastic and talented students, community members, and the guidance and support of our Board of Education. Our Technology Workgroup is proud of our WHY Statement which has driven our work and commitment:

> *We believe that through education, we can ignite curiosity that fuels motivation, innovation, collaboration, and problem solving skills using technology as a pivotal tool to maximize student contributions in an ever-changing world.*

This WHY Statement is further illustrated through the work of Thomas Friedman in his book, Thank You for Being Late: An Optimist's Guide to Thriving in the Age of Accelerations in which he states "At a minimum, our educational systems must be retooled to maximize these needed skills and attributes: strong fundamentals in writing, reading, coding, and math: creativity, critical thinking, communication, and collaboration; grit, self-motivation, and lifelong learning habits, entrepreneurship and improvisation at every level" Classroom practice in Syosset is shifting to focus on engaging students in the important work of tackling complex problems, working towards solutions, and developing original ideas. Through this unique engagement, Syosset students will become lifelong learners who continue to grow long after they leave our schools. Through the use of technology as an amplifier of the educational program, our students will become globally competitive, develop as engaged citizens and exhibit academic competencies and expertise throughout their learning experience and through their contributions to our ever-changing world.

The Syosset Technology initiative will focus on supporting the District's Instructional WHY statement:

> *We have an obligation to prepare our students to be responsive to a continually changing world and to enact agency for themselves, their communities, and society as a whole.*

Our District's Instructional WHY statement is further illuminated through the work of Thomas Friedman, in which he states that "The workplace is being globalized, digitized, and roboticized at a speed, scope, and scale we've never seen before. It is hard to think of any career not being touched by this process." Therefore, it is imperative that our Technology Initiative provide students with learning opportunities encompassing the following:

- optimize the needs of each learner connecting students to learning experiences in coding, and math: creativity, critical thinking, communication, and collaboration; grit, self-motivation, and lifelong learning habits, entrepreneurship and improvisation at every level;

- provide blended learning environments where students have some control over the time, pace and path of their learning;

- include a variety of technology-rich learning spaces optimized for collaboration, informal learning, and individual-focused study;

- enhance opportunities to form relationships and solve everyday problems;

- support opportunities to hone abilities through effort and practice that will lead to increased motivation and achievement;

- create opportunities for project-based learning that takes place in the context of authentic problems, continues across time, and brings in knowledge from many subjects; and,

- encourage opportunities to learn topics of personal interest that teaches students to practice exploration and research to instill a mindset of lifelong learning.

Our Story

In 2014, the Syosset Central School District created the Technology Workgroup to construct a vision of education technology based on the role of technology in teaching, learning, communicating and collaborating. In the development of the vision, the workgroup focused on two main questions: (1) Where are we as a district now? (2) Where do we want to go as a district? The workgroup was asked to think big and determine if a technology will lead to different cognitive action, more engagement, more collaboration, expand the breadth of our courses, enable students to be content creators, provide for interdisciplinary opportunities, and further enhance our understanding of the languages of technology. Thus the vision development included leveraging technology to have greater student engagement, more collaboration among students and teachers, and expanding what the district can offer our students. When we started the Workgroup, it was comprised of teachers and administrators. We invited students, parents, teachers, administrators, and our Board of Education to provide their ideas and feedback. The Workgroup is organized around seven areas (teams):

- Instructional Strategies and Related Technologies: focuses on research of varied instructional models that use technology to leverage instruction and engage students

- Online Security and Digital Citizenship: researches acceptable use within the boundaries of law including codes of conduct and discipline

- In-house Arsenal of Greatness: explores best practices of our staff for the purpose of sharing expertise, leveraging our own success and developing a dialogue for future professional development

- Teacher Training/Professional Development: explores ways to introduce technology, safe practices and related pedagogy

- Physical Plant Security: focuses on integrating technology to enhance security

- Survey Development and Administration: develops surveys to administer to students, staff and parents to assess current perceptions and experiences, while gathering data for future planning

- Articulating/Documenting the Vision: synthesizes the work and ideas of all seven areas to develop the vision statement, technology plan and present to the Workgroup for review and discussion

These seven teams have spent the last three years exploring, learning and piloting projects. Our teams went on visits to school districts in Nassau, Suffolk, and Westchester counties. These districts offered insights into K-12 STEM-rich initiatives and 1:1 Chromebook and iPad initiatives. Members attended workshops, conferences and edCamps to explore new technologies, to speak to education and technology experts, and to learn new skills. Members visited colleges and universities including Teachers College, Columbia University to explore new teaching methodologies, experience new technologies and to connect with district administrative leaders. Surveys were developed and given to district teachers and recent Alumni to help develop an action plan for creating our vision of technology education.

In the 2015-2016 school year, after spending a year exploring and learning, the Workgroup was ready to pilot projects within the classroom and school buildings. Our pilots fell into four areas: classroom instruction, project-based learning, active learning spaces, and student support services (pilot summaries). All schools in the district participated in these pilot projects. The discoveries our pilot projects made were insightful and promising. Through observations, surveys and student work we discovered that our pilot projects showed our students are digital natives and adapted quickly to the various devices and technologies we employed. All participating teachers reported high student engagement at all levels. Students were able to modify their learning experience, challenge themselves and review concepts at their own pace. Students were able to enhance discussions and collaboration by fact checking. Teachers and students were given instant feedback and data. By providing opportunities for students to become technology geniuses, students were empowered and developed leadership skills.

Opportunities for students who were reticent speakers were developed through collaborative workspaces where students voiced their ideas through writing. Students took group work to a new level by collaborating and helping each other to do better work. This empowerment and collaborative environment motivated students to take academic risks and to think differently.

In the 2016-2017 school year, a second round of pilot projects were conducted. We cast a wide net on our first round of pilots. For the second round, we continued to encourage innovation and creativity, but with the added benefit of the knowledge gained through the iterations and evaluations of the first pilots. A significant increase in the number of classroom pilot projects occurred during the 2016-2017 school year. Many of the pilots expanded upon the ideas of the prior school year; these pilots are called adjacency pilots. Other new pilot projects were inspired by exposure to innovative instructional opportunities that occurred during the initial 2014-2015 pilots. The adjacency and new pilots fall within these topics: elementary library active learning spaces, professional development adjacency, blendend science simulation and inquiry-based learning, all language adjacency, grade K-2 tablet primary adjacency, high school flip & blend, grade 3-5 blended learning adjacency, ENL mobile language support, iPadding to independence adjacency, and MAKE & STEAM adjacency (pilot 2.0 summaries).

The pilot project development and deployment of this magnitude is not without its challenges. Motivation of our incredibly talented administrative and teaching staff was not a challenge. The dedication, strength and visionary leadership of our administrative staff and teachers and the successes in the classrooms has led us to desire to do more. The pilot projects have given us the opportunity to explore new technologies, plan for expansion and learn from the process. Our failures have become our iterations and the basis for improvement and growth. Our challenges lay primarily in the current network and WIFI infrastructure of our buildings. Our motivation has led us to discover the need for improvements in our WIFI system and a need for more and relevant hardware to support the needs of our pilot projects and technology vision. Through this process our successes have been tremendous, the response from students and teachers increasingly positive. Motivation for using technology to amplify instruction has increased dramatically.

To capture this instructional enthusiasm and desire for innovation, the Technology Workgroup offered an opportunity for growth and iteration through a third round of pilots to be implemented in the Spring of 2017. From the overwhelmingly positive response of the district instructional staff, the Workgroup was able to develop this technology blueprint that leads to even greater breadth of opportunities for students and teachers to realize our vision. This third round of pilots, pilots 2.5, consist of the following:

- WIFI infrastructure improved to support pilot 2.5 and beyond
- Grades K-5: Additional Classroom Carts of Chromebooks
- Grades 6-8: Explore the notion of 1:1 Chromebook deployment for fall 2017

- Grades 9-12: support existing pilots and new 2.5 pilots in the world languages, health, social studies, English language arts, mathematics, science, business and special education

- Focused staff development of Grade 9 teachers (with new 9th grade pilots) in preparation of incoming (September, 2018) 9th grade students with 1:1 devices

Professional Development

The teachers in the Syosset School District have passion for learning and benefit from learning from each other. Through peer observation, collaboration, mentoring, planning and reflection our teachers develop a greater breadth of knowledge, outstanding teaching and collaborative growth. It is through this growth of understanding and collaboration that the district's vision is realized. To assist teachers in this collaborative effort, the district employs a full time staff developer, an elementary technology support specialist and library media specialists. On a daily basis, these members of our instructional staff present new learning modalities, train teachers in new technologies and work collaboratively with teachers to develop dynamic lessons that align with the district's vision statement. Ongoing staff development initiatives are supervised by the Assistant to the Superintendent for Curriculum, Research, and Administrative Support and the Deputy Superintendent. The District Staff Developer provides ongoing training sessions, plans summer training and projects future training needs that align with the technology vision statement and K-12 district curriculum focus. The Elementary Technology Support Specialist works with teachers and staff on technology fundamentals. The Library-Media Specialists provide ongoing training within the building that focuses on the needs of their school.

The Syosset School District provides ongoing professional development through collaboration between administrative and instructional staff on shared goals articulated through the District's Technology Vision Statement. The District Staff Developer and building administration work with instructional staff to create professional development opportunities during the school day, team meetings, faculty meetings, collaborative teacher sessions, Syosset HS Teachers Actively Collaborating (TAC) program, through the district's teacher center (TRACT), through voluntary summer professional development sessions, and district-wide Superintendent's conference days.

*See Appendix for a complete listing of professional development opportunities to support the technology initiative.

Growing Global Skills

STEM

An increased focus on STEM Education (Science, Technology, Engineering and Mathematics) combined with a well rounded education in the arts and humanities, will prepare our students for future success in the workplace. To succeed in a global workforce, students will need to

demonstrate what they can do with their knowledge. This underscores the importance of skills such as, coding ,computer programming, problem solving, research and engineering-design.

At present, Syosset students participate in wide range of programs geared towards the development of skills for the global workforce. All students participate in the Hour of Code. In the high school, students have opportunities to code and problem solve in SySTEM Robotics. Our goal is to provide greater opportunities for all students to engage in these types of experiences.

Coding

We are building for the future to provide consistent opportunities for students to learn to code beyond our current programs. In addition to clubs and Hour of Code, the district is exploring a coding platform to allow students at every level to gain experience and skills related to programming.

Robotics

Student participation in robotics has increased, the number of sections for SySTEM Robotics has doubled with six teams in active competition. Both middle schools supported extra curricular Robotics teams in competition as well. Elementary schools worked with basic programming experiences with simple robotics systems. The district will be expanding opportunities for students to program and build robotics systems K - 12. The following outlines the preliminary changes being proposed by grade level:

Grade	Programs
K-2	Ozobots WeDo Lego Kits Dash & Dot
3-5	FLL Jr. Teams in each Elementary School WeDo Lego Kits Robotics Challenges Participation in local and regional competitions
6-8	More Coding Units in Technology Courses
9-12	Continue to build SySTEM Robotics Curriculum and participation in local and regional competitions.

Technology Objectives

Overview

Syosset will provide a technology platform that:

- includes technology integration and amplification in all aspects of district's initiatives, instruction and learning;
- provides continuing professional development to support curriculum and infrastructure;
- provides equitable access to computing devices and software for all students;
- provides hardware and software to support the District's focus;
- has an annual budget that will provide the technology required to support the District's educational focus;
- provides a dependable network infrastructure;
- provides reliable web access and filtering for a safe learning environment;
- provides a well-trained and efficient staff to resolve technical problems.

Proposed Instructional Technology Integration and Timeline

Projected Status 2017-2018

- Grade K-5 Chromebook Carts in every classroom
- Grade 6-8 1:1 Student Chromebook
  Grade 9-12 Chromebook Carts available for instructional use by department: Faculty utilize chromebook devices as an instructional tool

Projected Status 2018-2019

- Grade K-5 New chromebook carts as need to support classes on grade level
- Grade 6 Incoming sixth grade 1:1 Chromebook devices
- Grades 7-8 Continue 1:1 from 2017-2018
- Grade 9 Incoming grade 9 continuation of 1:1 from middle level

Projected Status 2019 and Beyond

- Grade K-5 New chromebook carts as need to support classes on grade level
- Grade 6 Incoming sixth grade 1:1 Chromebook devices
- Grades 7-8 Continue 1:1 from 2017-2018
- Grade 9 Incoming grade 9 continuation of 1:1 from middle level
- Grade 10 Continuation of 1:1 from grade 9

Virtualization: Harnessing the Power of Technology

The district recognizes the need to implement virtual technology in the server environment and has started to deploy virtual desktops in place of traditional desktop computers. Virtual desktops are simple devices that take the place of a physical machine and provide the user with an individualized work environment that can be managed from a central location.
With virtual desktops, we gain the following benefits:

- no moving parts that tend to break down;
- faster network login times;
- easier and efficient technical support by not needing to physically send a person to a desktop computer for repair;
- performing software maintenance at central location;
- providing a less costly virtual device as compared to physical device;
- energy savings through lower power consumption;
- creating an agnostic platform - i.e., Windows on Chromebook, iPad, etc; and,
- ensuring a secure device for online testing environments.

Online State Exams

New York State Education Department has articulated a five-year transition plan for Computer-Based Testing. The plan encompasses mandatory participation in computer-based testing for New York State Alternative Assessments (NYSAA) beginning in the 2015-2016

school year. The implementation for Grades 3-8 English Language Arts (ELA) and Mathematics Operational and Field Tests are on a voluntary basis through the 2018-2019 school year with mandatory participation during the 2019-2020 school year.

Student Data Privacy

The Syosset School District has been proactive in protecting student data privacy. A number of safeguards have been instituted including a CIPA compliant internet content filtering, restricted desktop environments and procedures.

Going forward the district has a committee in place to review software, internet applications, extensions and websites to ensure that our students data remains private and secure. The committee reviews all current and new online software, website or app potential acquisitions by vetting process of internal review and by using the BOCES Data Security Service. The BOCES Service provides the district with information on the usage of student data within a particular online software or application.

The combination of the internal review and the database of vetted software and online applications allows the district to maintain and support student safety in a digital environment.

Current Status 2016-2017

Equipment and Services:

The Syosset School District currently has the following deployed throughout 7 elementary schools (K-5), 2 middle schools (6-8), and one high school (9-12):

- 2500 Windows desktops and laptops
- 4200 Chromebooks
- 580 Android tablets
- 100 iPads
- 130 Mac desktops
- 50 Virtual desktop clients

Additional instructional technology features are provided below:

- Two network operations centers (NOC) are located at each of our middle schools
- Internet access is provided by two sources, Lightower and BOWTIE for redundancy

- Each classroom has one teacher desktop connected to an interactive projector or whiteboard
- Each K-5 classroom has a color laser printer connected to the teacher computer and shared out to computers in the classroom
- Each 6-8 classroom has a mono laser connected to the teacher computer and shared out as needed
- Shared classrooms may have an additional computer installed for teacher use
- Classrooms have up to four additional computers installed for student use
- All buildings have computer labs for instruction
- All libraries have Chromebook Carts for instruction and student use
- Wireless access is available in most instructional spaces - a plan has been created for expansion to all instructional spaces
- Digital cameras for student and teacher use are available in the school library
- Webcams are available in each building for video conferences
- A combination of 50 physical and virtual servers support instruction, administration and infrastructure functions

Current Budget 2016-2017

Technology Support Staff (In House & BOCES)	$	1,523,499
Equipment	$	554,671
Software	$	192,914
BOCES Admin Software	$	176,563
BOCES Instructional Software & Services	$	449,701
Contracted Services	$	140,578
WAN	$	316,390
Supplies	$	245,000
Total Reoccuring Services	**$**	**3,599,317**
BOCES Infrastructure Projects and Pilots 2.5	$	1,592,494

Staffing

2016-2017 Staffing

The role of the I. T. Services Department is provide support services for the Syosset Data/Voice network and its installed equipment, (such as desktops, mobile devices, software, peripherals, security, servers, network switches, POS systems, wireless connectivity). To provide such support, the Syosset School District employs the following staff:

- Manager of Technology
- Network Manager
- 7 Technicians
- 2 Data Specialists
- 1 AV Specialist
- 1 District Professional Developer
- 1 Elementary Technology Support Specialist

Anticipated Staff Needs for 2017-2018 School Year
The district's pilot projects and its progression towards an increased use of mobile devices by students and staff in a 1:1, blended learning environment will require a review of dedicated staff blended with re-imagining the possibilities for connecting internal faculty expertise and harnessing student expertise to support technology.

Evaluation Process

The district has developed a series of surveys to administer to students, staff and parents to assess current perceptions and experiences, while gathering data for future planning. Our surveys included a teacher technology inventory and perceived skill set, an alumni survey of technology skills that "I wish I had before going to college", a pilot project assessment (survey committee report) and a parent pilot project survey.

The Survey Development and Administrative Team will continue to develop surveys to measure amplification of learning for students through evidence gathered from the I.D.E.A. Rubric and through the SAMR model. The rubric is based on research conducted by subcommittee in the workgroup and committee collaborative work. The rubric is organized into four essential learning modalities: Inquiry, Differentiation, Engagement and Application. Under these categories specific skills are identified. (See I.D.E.A Rubric).

Ruben Puentedura's SAMR Model for technology integration in the classroom provides the perfect framework for guiding the implementation of any sort of technology in schools. Research suggests there is a line between Augmentation and Modification. "Above" this line (Modification and Redefinition) is where technology truly impacts learning. The graphic below shows a simple comparison of the SAMR model with Bloom's Taxonomy.

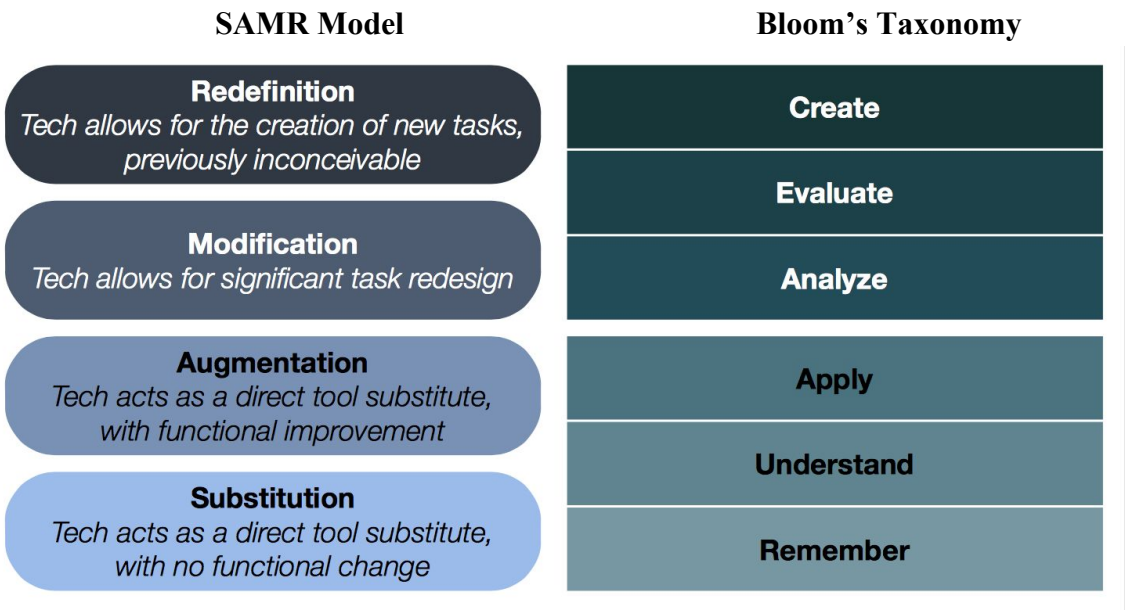

Image credit: http://www.hippasus.com/rrpweblog/archives/2014/12/11/SAMRandTPCK_HandsOnApproachClassroomPractice.pdf

Examples of how the SAMR model as a guide will allow students to learn at a higher level:

Substitution: "Technology acts as a direct tool substitute, with no functional change." Example: Students type their research paper on a Google Doc.

Augmentation: "Technology acts as a direct tool substitute, with functional improvement." Example: Students share their Google Doc with their teacher and receive feedback digitally.

Modification: "Technology allow for significant task redesign." Example: Students collaborate with classmates on Google Drive to both write and peer-edit research papers.

Redefinition: "Technology allows for the creation of new tasks previously inconceivable." Example: Students share their research with an expert in the field over Skype to ask further questions and receive feedback.

In the Fall of 2014 a baseline survey of teacher technology awareness and skills was administered. This survey was used to develop initial professional development and begin our path to developing our vision statement.

On Alumni Day in 2014, an informal question and answer session was conducted with recent graduates asking pointed questions about what they wish they knew about technology prior to

starting their college career. The answers to these questions were used to formulate a set of technology skills that every student should know how to do.

In the Spring of 2015, a pilot survey was conducted based on the I.D.E.A rubric created by the Survey Subcommittee.

In the Spring of 2017, the pilot survey will be conducted again to measure growth.

In the Fall of 2017, baseline survey of teacher technology skills will be given again to determine change or growth and create a new baseline.

The technology committee will analyze this data and continue to offer professional development in the models described above targeted toward growth towards the Modification and Redefinition levels. These surveys will be readministered in the spring of 2018 to measure growth.

End of the Syosset 2016-2019 District Technology Plan

March, 2017

Appendix

An overview of the professional development initiative to support our pilot projects and our vision is below.

SYOSSET SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT SUMMARY

Elementary School Staff

2014-2015

- Out of District Workshops/Conferences
- TRACT Center Courses
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day
- Edline

2015-2016

- Building Specific
- Summer Staff Development
- Out of District Workshops/Conferences
- TRACT Center Courses
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day

2016-2017

Middle School Staff

2014-2015

- Out of District Workshops/Conferences
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day
- Edline

2015-2016

- Summer Staff Development
- Out of District Workshops/Conferences
- Special Education/Web Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day

2016-2017

High School Staff

2014-2015

- Building Specific
- Summer Staff Development
- Out of District Workshops/Conferences
- TRACT Center Courses
- New Teacher/Mentoring Workshops
- Online Resources
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day
- Edline

2015-2016

- Building Specific
- Summer Staff Development
- Out of District Workshops/Conferences
- TRACT Center Courses
- New Teacher/Mentoring Workshops
- Online Resources
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day

2016-2017

- Building Specific
- Out of District Workshops/Conferences
- TRACT Center Courses
- New Teacher/Mentoring
- Online Resources
- Administrative Training
- Clerical and Support Staff
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day

- Building Specific
- Out of District Workshops/Conferences
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day

- Building Specific
- Out of District Workshops/Conferences
- TRACT Center Courses
- New Teacher/Mentoring Workshops
- EdCamp
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Right Path SLO
- Superintendent's Conference Day

PROJECTED

- Mentor-Intern PD
- Right Path SLO
- Superintendent's Conference Day
- EdCamp

- Out of District Workshops/Conferences
- Special Education/Web-Based Programs
- Parent Workshops
- Other Workshops
- Mentor-Intern PD
- Right Path SLO
- Superintendent's Conference Day
- EdCamp

- Building Specific
- Out of District Workshops/Conferences
- Parent Workshops
- Other Workshops
- Mentor-Intern PD
- Right Path SLO
- Superintendent's Conference Day
- EdCamp

A detailed view of professional development opportunities participated in by our district staff can be reviewed in this document: Syosset School District Technology Professional Development Summary and through the Syosset Central School District Professional Development Plan.

Middle Schools
If we add examples you can find some here
https://docs.google.com/a/syosset.k12.ny.us/document/d/124udnV-pP4zCCkAcrrZmM5BQMWiJ-qAD8vCi_ZKJ2II/edit?usp=sharing