

JEFFERSON

School Professional Development Committee Profile and Sign-Off Sheet

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION 1 SCHOOL PROFILE

1

Name of School: Jefferson School

School Address: 155 Hillton Ave, Marlton, NJ 07088

Principal: Kathryn DiGiovanni Email: KDiGiovanni@twpunionschools.org Phone: _____

Grade Levels: 5th Grade Student Enrollment: 520

Staff (provide number of staff members in each category):




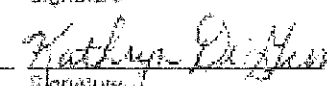
Teachers: 28 Content Area 9 Special Education 9 Special Area Teachers (Arts, Phys. Ed, Tech)
18 Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
11 Paraprofessionals

Administrators: 2

Date submitted: 4/30/2014

Please provide the following information for the School Professional Development Committee:

Chair:

<u>Frank Palumbo</u> Name (please print)	 Signature	<u>Teacher</u> Position	_____ Term Expires	<u>FAPalumbo@twpunionschools.org</u> Email
<u>Alicia Fasano</u> Name (please print)	 Signature	<u>Teacher</u> Position	_____ Term Expires	<u>AFasano@twpunionschools.org</u> Email
<u>Laura Damato</u> Name (please print)	 Signature	<u>Vice Principal</u> Position	_____ Term Expires	<u>Ldamato@twpunionschools.org</u> Email
<u>Kathryn DiGiovanni</u> Name (please print)	 Signature	<u>Principal</u> Position	_____ Term Expires	<u>KDiGiovanni@twpunionschools.org</u> Email
_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires	_____ Email
_____ Name (please print)	_____ Signature	_____ Position	_____ Term Expires	_____ Email

TEMPLATE FOR

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SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2014-2015

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

The staff appreciated in house, small group, hands on opportunities. These were developed based upon staff surveys to address the building's specific Professional Development needs. Through observations and collected data from reports we are able to document improvement. Much of our Professional Development is technology based and support for the new observation system and tools. Technology related Professional Development included training for use of the Smart Board, iPad, Smart Bridgit Conferencing System, Measuring Up Live, Catapult, and using the technology side of Teachscape.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

We look for a tie together through all areas that contribute to the well rounded productive student. We use our Student Growth Objectives to address these goals. We have also implemented a Positive Behavior Support in Schools (PBSIS) program to highlight character education.

This is a transition year in many aspects. Besides the opening of a new facility with a good number of new staff and administration, our role is to also transition our children during the ten months from an "Elementary Level" mentality to a more independent Middle School student. We are working to develop connectedness within our school community.

Besides the SGO's, we also use Assess Now reports and Success Maker levels to determine our success as a school. Our Professional Learning Communities also offer feedback based on the collaborative conversations of the needs of the staff.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

Our goals align with the district goals. These can be seen throughout our action plans concerning targeted areas. By reviewing data from mentioned reports continuously throughout the school year, we are able to track our progress and realign needs as necessary.

The data shows us that nearly half of our students come to us below the expected reading level. We use (and will continue to use) Assess Now and Success Maker to track levels. The Academic Achievement Program (AAP) will also play a role in supporting our students to meet set goals. It is shown through past practice that we have the capacity to improve our reading levels with early remediation and constant interventions. The trend in the data shows that children on average have increased by two reading levels. We would like to collect more data in the future to not only see the increase per student but how that addresses our buildings percentages of who is continuing to either of the middle schools at the expected reading level.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

We will continue to provide in house, small group, needs based, hands on opportunities. Besides our set Professional Development days, we also offer opportunities through participation in Professional Learning Communities. On occasion, the opportunity presents itself for teachers to observe one another during instructional time. Professional Development is also offered through departmentalized needs for all areas of instruction, team based and district wide.

We will give a continued focus on our Independent Reading Program. The IDR training has been beneficial to our staff in working with increasing our reading levels. This training will be revisited in the upcoming school year.

These intentions are communicated during meetings, through shared feedback, and data reports.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

Teachers use planning time to collaborate concerning professional development. Opportunities are also offered by stated contract (Collective Bargaining Agreement) of 15 hours. District wide presentations consist of at least 5 hours, and at least 10 hours are building based. Staff also takes advantage of workshops presented by the Morris Union Jointure Commission and other outside resources.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
 - How might you consider holding focus groups to get teacher input on needed professional learning?
 - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
 - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

Data will show growth in learning, we will also be able to analyze this through completed assignments and other student work and classroom based assessments.

We will also be able to use the anticipated decline in bullying referrals, number of Child Study Team referrals, and Intervention and Referral Services.

Other data is retrieved from faculty meeting and Professional Learning Committee feedback, committee reports, and a staff climate survey.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan.
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

Our intention is to address the needs of our students that are academic and social skills related. Upcoming professional development will offer resources for staff to have intensive strategies to address the reading levels of our students. The expectation is also that we will see an increase in Math scores based on the improvement of reading comprehension. The use of common planning time and after school workshops will contribute to the district's professional development. Continual feedback and data review will show the progress as we work towards meeting our goals. The Professional Development Committee will review data taken from student progress and staff feedback to continually realign resources based on needs.

JEFFERSON SCHOOL
155 HILTON AVENUE
VAUXHALL, NEW JERSEY

PROFESSIONAL DEVELOPMENT DAY AGENDA
NOVEMBER 5, 2013

8:00 – 9:30	Language & SS Curriculum “Measuring Up” (Bob Ghiretti)	Computer Lab
8:00 – 9:30	Math and Science Curriculum (Debbie Ford)	Room 105
9:30 – 10:00	TeachScape Domains 1 and 4 (Kathy DiGiovanni)	Art Room
10:00 – 10:15	Break	
10:15 – 10:45	Getting Familiar with “Bridgit” (Laura Damato)	Art Room
10:45 – 11:45	P.B.I.S. (Positive Behavior Intervention & Supports) (Laura Damato/Kathy DiGiovanni)	Art Room
11:45 – 12:00	Break	
12:00 – 1:00	PLC Language and Social Studies (Jeanne Stanco/Frank Palumbo)	Room 104
12:00 – 1:00	PLC Math and Science (John Zurka/Janet Whitehouse)	Room 105

JEFFERSON SCHOOL

MATH PLC

SIGN-IN

DATE 11/5/13

JILL ADAMS	Jill Adams
LINDA CHIARIELLO	Linda Chiariello
ERIC CHURUS	Eric Churus
ASHLEY DELVALLE	Ashley DelValle
DIANE DIMPERIO	Diane Dimperio
ALICIA FASANO	Alicia Fasano
STEPHANIE MANDERICHIO	Stephanie Manderichio
JILL MONAGHAN	Jill Monaghan
KRISTIN NUNES	Kristin Nunes
MAURA O'BRIEN	Maura O'Brien
CINDY PELLIS	Cindy Pellis
EILEEN ROSENHAFT	Eileen Rosenhaft
TERESA SOUSA	Teresa Sousa
ELIZA STYPULKOWSKI	Eliza Stypulski
JUSTINE TRELAK	Justine Trelak
JANET WHITEHOUSE	Janet Whitehouse
JOHN ZURKA	John Zurka

Deanna Kovacs
Victoria Krupa
Krupa

1a Description

Read the following description of component 1a from the Framework for Teaching Evaluation Instrument:

1a: Demonstrating Knowledge of Content and Pedagogy

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

Consider the following questions:

- *From this description, how would you characterize the important elements of this component?*
- *What skills and concepts are central to the discipline(s) you teach? How have these evolved into the 21st century?*
- *How does knowledge of prerequisite skills and student misconceptions affect your ability to plan lessons?*

Elements

For greater clarity, the Framework for Teaching breaks down component 1a into these important elements:

1. Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

2. Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

1b Description

Read the following description of component 1b from the Framework for Teaching Evaluation Instrument:

1b: Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to students. In order to ensure *student* learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

Consider the following questions:

- *From this description, how would you characterize the important elements of this component?*
- *What steps do you take to ensure the active intellectual engagement of all your students?*
- *How does knowledge of your students' individual learning styles and needs impact your lesson planning?*

Elements

For greater clarity, the Framework for Teaching breaks down component 1b into these important elements:

- 1. Knowledge of child and adolescent development**
Children learn differently at different stages of their lives.
- 2. Knowledge of the learning process**
Learning requires active intellectual engagement.

1c Description

Read the following description of component 1c from the Framework for Teaching Evaluation Instrument:

1c: Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

Consider the following questions:

- *From this description, how would you characterize the important elements of this component?*
- *How does setting instructional outcomes serve as a guidepost for lesson planning?*
- *What is the relationship between assessment and instructional outcomes?*

Elements

For greater clarity, the Framework for Teaching breaks down component 1c into these important elements:

1. Value, sequence, and alignment

Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

2. Clarity

1d Description

Read the following description of component 1d from the Framework for Teaching Evaluation Instrument:

1d: Demonstrating Knowledge of Resources

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

Consider the following questions:

- *From this description, how would you characterize the important elements of this component?*
- *What steps do you take to find resources that are appropriate for your classroom?*
- *What impact does knowledge of resources have on your lesson planning?*

Elements

For greater clarity, the Framework for Teaching breaks down component 1d into these important elements:

- 1. Resources for classroom use**
Materials must align with learning outcomes.
- 2. Resources to extend content knowledge and pedagogy**
Materials that further teachers' professional knowledge must be available.

1e Description

Read the following description of component 1e from the Framework for Teaching Evaluation Instrument:

1e: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

Consider the following questions:

- *From this description, how would you characterize the important elements of this component?*
- *What elements from other components of Domain 1 are evident in this description? Are these elements prerequisites to designing coherent instruction?*

Elements

For greater clarity, the Framework for Teaching breaks down component 1e into these important elements:

1. Learning activities

Instruction is designed to engage students and advance them through the content.

2. Instructional materials and resources

Aids to instruction are appropriate to the learning needs of the students.

1f Description

Read the following description of component 1f from the Framework for Teaching Evaluation Instrument:

1f: Designing Student Assessments

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

Consider the following questions:

- *From this description, how would you characterize the important elements of this component?*
- *How would you describe the difference between assessment of learning and assessment for learning?*
- *How might you better differentiate your assessment strategies to meet individual students' needs?*

Elements

For greater clarity, the Framework for Teaching breaks down component 1f into these important elements:

1. Congruence with instructional outcomes

Assessments must match learning expectations.

2. Criteria and standards

Expectations must be clearly defined.

PLC Attendance List
 C5 Language Arts
 November 5, 2013

Chapla, Jaclyn	J. Chapla
Fry, Robyn	Robyn Fry
Gabriel, Ana	Ana Gabriel
Lombardo, Kathy	absent
Marino, Lindsay	Lindsay Marino
Nicholls, Barbara	Barbara Nicholls
Osei-Tutu, Kwaku	Kwaku Osei-Tutu
Palumbo, Frankie	Frankie Palumbo
Pilone, Gillian	Gillian Pilone
Quadrel, Donna	Donna Quadrel
Romeo, Matt	Matt Romeo
McGuire, Nicole	Nicole McGuire
Sgobbo, Ruth	Ruth Sgobbo
Stanco, Jeanne	Jeanne Stanco
Steiner, Karen	Karen Steiner
Swick, Ashley	Ashley Swick
Wahlers, Jennifer	absent

Agenda

Language Arts PLC

Tuesday, November 5, 2013

1. Suggestions/strategies on how IDR book carts are being utilized in the classroom.
2. Sharing of sites for lessons on the Smartboard
3. Reminders:
 - Essays
 - One mirrored assessment to BG each marking period
 - Writing folders

Minutes

Language Arts PLC

November 5, 2013

1. IDR strategies-
 - a. Comments that this is difficult when there is only one teacher in the room
 - b. Suggestion to have children meet in a group setting to "pair and share"

2. Sites for lessons on the Smartboard
 - a. Storyworks website
 - b. Smart Exchange
 - c. Mrs. Chapla was willing to share CDs on different topics

**KAWAMEEH MIDDLE
SCHOOL**

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SECTION SCHOOL PROFILE



Name of School: KAWAHEEH MIDDLE SCHOOL
 School Address: 490 DAVID TERRACE UNION NJ 07083
 Principal: JASON MALANDA E-mail jmalanda@twpunionschools.org Phone 908-857-6572
 Grade Levels: 6-8 Student Enrollment: 648

Staff (provide number of staff members in each category):

Teachers: 37 Content Area 14 Special Education 9 Special Area Teachers (Arts, Phys. Ed, Tech)
8 Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
4 Paraprofessionals
 Administrators: 2

Date submitted _____

Please provide the following information for the School Professional Development Committee:

Chair:

<u>JASON MALANDA</u> Chair Name (please print)	<u>[Signature]</u> Signature	<u>PRINCIPAL</u> Position	Term Expires	<u>jmalanda@twpunionschools.org</u> Email
<u>David Shaw</u> Name (please print)	<u>[Signature]</u> Signature	<u>Principal</u> Position	Term Expires	<u>dshaw@twpunionschools.org</u> Email
<u>Don DeMarco</u> Name (please print)	<u>[Signature]</u> Signature	<u>Teacher</u> Position	Term Expires	<u>dedomar@twpunionschools.org</u> Email
<u>Kevin Pougherty</u> Name (please print)	<u>[Signature]</u> Signature	<u>Teacher</u> Position	Term Expires	<u>kpougherty@twpunionschools.org</u> Email
<u>Nicole Toccaceli</u> Name (please print)	<u>[Signature]</u> Signature	<u>Teacher</u> Position	Term Expires	<u>ntoccaceli@twpunionschools.org</u> Email
_____ Name (please print)	_____ Signature	_____ Position	Term Expires	_____ Email

TEMPLATE FOR

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2014-2015

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SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

Kawameeh Middle School professional development (PD) program for staff members of the Township of Union public schools continued the practice of scheduling three five-hour days of training. During the 2013-2014 school year, professional development was building based and included such topics as: Teachscape, catapult web site training, Fundamental 5 (best practices model), SGO/SGP, Prosper and Common Core Standards. These topics were selected based on previous building needs assessments as well as district goals.

Based on the topics presented, the School Improvement Panel was able to enhance our teachers' knowledge and understanding of the aforementioned instructional opportunities. This was evidenced in direct response to positive feedback from the staff. Staff members had the opportunity to evaluate, provide feedback, and make recommendations for future professional development activities.

We have made progress in creating building-based collaborative activities. To facilitate the transition for purely building management to instructional leadership, school leaders – including supervisors, building administrators, and central office administrators – are strongly encouraged to participate in these activities to support the instructional staff in the context of a collaborative culture. Ideally, professional development will be job-embedded throughout the school year.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

We define student achievement as having each child receive a diverse learning experience in a safe, supportive environment that promotes self-discipline, motivation, and excellence. Our goal is to develop responsible citizens who demonstrate respect for others and an interest in learning and achievement. We accept and respect each student as an individual, and encourage creativity and freedom of expression. All our curricular, co-curricular, and extra-curricular activities are student-centered and designed to accommodate individual learning styles, so all students may experience success.

Teachers were given the opportunity to analyze the previous and current state test data. Benchmark assessments were created by department supervisors based on input from staff members. Results are discussed and analyzed by department at scheduled monthly meetings.

To determine the school's professional development needs the School Improvement Panel uses information from the needs assessment survey, test data analysis from both local and state assessments. For example, the school improvement panel has identified the following school needs:

- The school must make greater use of student data to drive professional learning activities. Such data could be obtained from statewide assessments, but we believe that classroom data can be more informative, relevant and current.
- Strategies to improve students' language arts literacy should continue to be pursued and further developed.
- Training should be offered as needed in content areas identified through analysis of student data.
- More collegial collaboration at department and grade level meetings must be modeled, pursued, and established as standard behavior.
- Strategies that will accommodate the needs of all students in our diverse population to close existing gaps in student achievement must be developed.

These topics will be considered for consideration by the school improvement panel:

- Danielson's Framework for Teaching (Teachscape)
- Parental/Community Involvement
- 21st Century Digital Learning
- Fundamental 5 (Best Practices Model for Improved Student Achievement)
- Positive Behavior Support in School (PBSIS)

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

The professional development goals for Kawameeh Middle School are:

1. Promote a positive school culture with colleagues through continual development of our Professional Learning Communities.
2. Build upon our community relations by continuing to engage parents and community members in the learning process.
3. Enable teachers to modify instructional practices to meet the individual needs of their students based on relevant and recent data.
4. Educate staff members in recognizing and respecting students' strengths, talents, and abilities through ongoing development of a PBSIS program.
5. Educate staff members on incorporating aspects of PAARC into daily lessons as well as training staff to administer the new state test in the spring.

The professional development opportunities will be implemented during the 2014-15 school year. The school improvement panel will continue to provide training opportunities that speak to the specific needs of the building.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

The school improvement panel is committed to providing collegial professional development that is focused on maximizing student achievement and that is compatible with current best practices, programs, and policies. The panel will focus on enhancing the staff's content knowledge and instructional strategies to better assist students with varied learning needs to master the Common Core Standards. Professional Development activities, along with opportunities pursued by individual educators, will help to create professional learning communities that will promote effective teaching practices and students' learning experiences.

To continue fostering a positive learning culture in our school, the school improvement panel will further encourage collaboration among staff. Activities to support this effort will be viewed as benchmarks on a continuum from professional partnerships between colleagues to school-wide professional learning communities that are focused on broad learning goals for all students and adults in our school.

The school plan is consistent with the New Jersey Standards for Professional Development, the New Jersey Professional Development for Teachers, the Eight Key Elements of High Quality Professional Development for Teachers, and the definition of PD from the NJEA.

Specifically, as far as the NJ Standards for Professional Development are concerned, our school improvement panel is striving to inspire staff members to organize themselves into PLC's, as the best possible means of achieving our school goals. The school continues to reflect a shift in attitude to teacher leaders and collegial collaboration, rather than top-down imposed PD.

In formulating our professional development plan for 2014-2015, the school improvement panel is including the aforementioned standards, focusing on student learning and research-based practices. In our planning, we continue to incorporate activities that reflect the Common Core Standards. We have taken into consideration student academic achievement in all subgroups, standards and assessments, and we will evaluate the impact of our PD activities on increasing teacher effectiveness and improving student achievement in order to constantly upgrade the quality of our offerings. Teachers will be asked to review performance data and establish sound goals for their students, based on the belief that all students can learn and looking toward the development of the whole child. In doing so, the teachers will implement evidence-based classroom strategies. A major emphasis of our building-based PD is vertical articulation so that teachers are aware of the degree of student mastery of the indicators for the grade levels in each subject area of the Common Core.

Finally, we believe that our plan reflects the NJ Professional Standards for Teachers insofar as we are committed to helping our colleagues deepen their content knowledge based and broadening their skills in varied instructional strategies. One of our primary goals will be differentiated instruction so that our teachers will be able to modify instruction, as the need arises. We encourage our teachers to evaluate curriculum to make it as relevant as possible to 21st century students, to be culturally responsive and responsible, to be enthusiastic as they communicate with their students, and to create productive learning environments in their classrooms.

A copy of the plan will be disseminated to all staff members at the beginning of the year and will be revisited throughout the year.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

Time commitments are reflected in the inclusion in the school calendar of one PD day consisting of five hours, 5 two-hour sessions and up to two professional days per staff member for off-site professional development. Faculty meetings, department meetings, and after school PD provide additional forums for professional learning. Ongoing professional development will be monitored and modified in the following ways:

- Teacher and administrator evaluations for all PD days, outside conferences attended, and after school professional development
- Monthly meetings of the School Improvement Panel
- Administrators' observations of staff members as they implement strategies, interventions, and content learned in PD activities
- Analysis of data from benchmark and state standardized assessments
- Feedback from parent conferences, open houses, and family involvement nights
- Department/grade-level evaluation of the impact of PD on student achievement

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
 - How might you consider holding focus groups to get teacher input on needed professional learning?
 - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
 - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

The school improvement panel's plan is focused on the implementation of the Common Core. Activities will be based on broadening staff members' knowledge of and ability to implement standards based instruction for all students. Student data used to determine how the knowledge, skills and behaviors impacted student learning include benchmarks, standardized tests, formative and summative assessments, attendance, and disciplinary data. The additional data needed to support the program evaluation is located on the online professional learning portal through staff evaluations.

Evaluation of the School Improvement Panel will be provided for in the following ways:

- Teacher and administrator evaluations for all PD days, outside conferences attended, and after school professional development
- Monthly meetings of the School Improvement Panel
- Administrators' observations of staff members as they implement strategies, interventions, and content learned in PD activities
- Analysis of data from benchmark and state standardized assessments
- Feedback from parent conferences, open houses, and family involvement nights
- Department/grade-level evaluation of the impact of PD on student achievement

Data will be collected through staff discussions at faculty meetings, surveys, and grade level/subject area meetings. This data will then be organized, collated and analyzed by the School Improvement Panel and will be used to help determine the needs of future PD days.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

The school improvement panel is committed to providing collegial professional development that is focused on maximizing student achievement and that is compatible with current best practices, programs, and policies. The school improvement panel will focus on enhancing the staff's content knowledge and instructional strategies to better assist students with varied learning needs to master the Common Core Standards. Professional Development activities, along with opportunities pursued by individual educators, will help to create professional learning communities that will promote effective teaching practices and students' learning experiences.

The school improvement panel will continue to focus on areas identified as critical to student achievement. Currently, we plan to focus on the following topics in the upcoming school year:

1. PAARC Training: implementation of PAARC into daily lesson plans as well as training on administration of the test.
2. Teachscape: Ongoing training on domains 1 – 4 of Danielson's Framework
3. SGO/SGP: Training teachers to better develop sound goals and objectives.
4. Fundamental 5: Ongoing training using a proven best practices model.
5. PBSIS: Training staff to recognize and reward positive behaviors to enhance school climate and culture.

The professional development opportunities will be provided during full day, half day and after school training sessions. Staff will continue to be afforded the opportunity to pursue outside professional learning experiences.

Professional Development Sessions

November 5, 2013

Kawameeh Middle School

- 1) The Fundamental 5
- 2) Using Data in the Classroom
- 3) Prosper Software Training
- 4) PBSIS

All staff members who signed in attended sessions 1, 2 and 3 with the exception of the following staff who attended session 1 and 4:

Jill Hall

Lisa Motacki

Heather Regenye

Paul DeFrancesco

Nikki Ferraro

Amanda Viggiano

Nicole Patamia

Jaclyn DeBlasi

Gina Metta

Name	Sign In	Sign Out	Name	Sign In	Sign Out
Bitenas, Edward	EB	EB	Metta, Gina	GM	GM
Blanchet, Lina	LB	LB	Miller, Jean		
Bormann, Heather	HB		Miller, Mike		
Buchanan, Deana	AB		Motacki, Lisa	LM	LM
Burgmeyer, James		J	Murphy, John		
Castillo, Mary			Nawaz, Rabia	NR	NR
Cohen, Jeremy			Neas, Christina	NC	NC
DeBarbieri, Jack			Nick, Michele	NM	
DeBlasi, Jaclyn			Patamia, Nicole	NP	NP
Decker, Sonia			Petras, Larry	PT	
DeFrancesco, Paul	PD	PD	Raimo, Lisa	AB	
DeMarco, Dan	DD		Regenye, Heather	HR	
Detjen, Laura	LD		Rotunda, Carol	CR	CR
Devereux, Lisa			Russo, Jen		
Dougherty, Kevin			Schoenberger, Nancy	NS	
Dougherty, Lauren	AB		Shaw, Joy	JS	
Fasano, Diana	DF		Sobin, Nikki		
Fernandez, Jacqueline			Sobon-Sensor, Connie		
Ferraro, Nikki			Soto, Helen	HS	HS
Ferrise, Katherine			Sousa, Dino	DS	DS
Garnett, Alexandra	AG	AG	Spagnoia, Rose	RS	
Graf, Edward	EG		Stabier, Danielle	DS	DS
Grennor, Richard	AB		Steeb, Linda	LS	
Grillias, Maria			Stempniewicz, Elenor	ES	
Hall, Jill			Stewart, Tony		
Hudson, Kristen			Sutton, Shawn	SS	SS
Jakositz, Cathy			Toccaceli, Nicole	TC	TC
Jarmulowicz, Peter			Vaynberg, Andrea	VA	VA
Jereb, Gayle			Vecchione, Jill	VC	VC
Kleiner, Cheryl			Veloz, Shaunte		
Leone, Peter			Viggiano, Amanda		
Lewis, Mary			Winters, John		
Lodge, Helen			Wisiak, Tara		
Lorenzo, Susan			Wyckoff, Toni	TW	TW
Maxwell, Amanda	AM		Zawacki, Suzanne	ZS	
McAfee, Pamela	PM				