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**Township of Union  
Public Schools  
Union, NJ 07083**



**District Professional  
Development Plan  
2015-2016**

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**Township of Union Schools  
Central Office Administrators**

Mr. Gregory Tatum – Superintendent  
Dr. Noreen Lishak – Assistant Superintendent

**Township of Union  
Board of Education Members**

David Arminio – President  
Vito Nufrio – Vice President  
Richard Galante  
Lois Jackson  
Thomas Layden  
Ron McDowell  
Guy Francis  
Angel Alcedo  
Nancy Zuena

**District Professional Development Committee Profile and Sign-Off Sheet**

**Section 1 District Profile**

Name: Township of Union Public Schools

District Code: 5290

County Code: 39

District Address: 2369 Morris Ave

County: Union

District Factor Group: DE

Chief School Administrator: Mr. Gregory Tatum

Date Submitted: June 01, 2015

Type of District:  K-5  K-6  K-12  7-12  9-12  Other (specify) \_\_\_\_\_

Name of Building	School Code	Grades	Student Enrollment	Staff Members
Battle Hill ES	080	PK-4	432	54
Burnett MS	060	6-8	1038	106
Connecticut Farms ES	090	PK-4	432	46
Franklin ES	100	PK-4	465	42
Hannah Caldwell ES	083	PK-4	630	54
Jefferson School	085	5	557	55
Kawameeh MS	070	6-8	633	69
Livingston ES	130	PK-4	437	45
Union High School	050	9-12	2357	213
Washington ES	140	PK-4	610	51

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

Chair:

Chair Name: (please print)	Signature	Position	Term Expires	Email
Name: (please print)	Signature	Position	Term Expires	Email
Name: (please print)	Signature	Position	Term Expires	Email
Name: (please print)	Signature	Position	Term Expires	Email
Name: (please print)	Signature	Position	Term Expires	Email
Name: (please print)	Signature	Position	Term Expires	Email



## School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
UNION TOWNSHIP	BATTLE HILL SCHOOL	MRS. MICHELLE C. OSBORNE-WARREN	SEPTEMBER 2015-JUNE 2016

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	BUILD CAPACITY OF ALL EDUCATORS TO INCREASE STUDENT ENGAGEMENT IN LEARNING	ALL	IMPROVING STUDENT ENGAGEMENT AS IDENTIFIED THROUGH THE EVALUATIVE TOOL, TEACHSCAPE.
2			IMPLEMENT STRATEGIES AND ACTIVITIES THAT EMPLOY AND ASSURE ACTIVE ENGAGEMENT.
3			

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	REVIEW ARTICLES ON STUDENT ENGAGEMENT.	DISCUSSION IN PLC MEETINGS.
	REVIEW TEACHSCAPE/WALK-THROUGH DEVICES AND THE CRITERIA	HOW TO DIFFERENTIATE THE THREE TYPES OF ENGAGEMENT IN LEARNING ACTIVITIES.
2	DEVELOPMENT OF INSTRUCTIONAL FEEDBACK TO ALIGN TO ENGAGEMENT. Book Study "What Works in Schools"	DEVELOPMENT OF RESOURCES TO GATHER FEEDBACK FROM STUDENTS. Putting practices into implementation



## School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
UNION TOWNSHIP	BATTLE HILL SCHOOL	MRS. MICHELLE C. OSBORNE-WARREN	SEPTEMBER 2015-JUNE 2016

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	BUILD CAPACITY OF ALL EDUCATORS TO IDENTIFY AND TEACH TO THE DEVELOPMENTAL ABILITIES OF STUDENTS WHICH MAY INCLUDE LEARNING DIFFERENTIATION, SOCIAL AND EMOTIONAL NEEDS OR VISUAL AND PERCEPTUAL DIFFERENCES	ALL	FEEDBACK FROM DISCUSSION IN SCIP MEETINGS.
2			ANALYSIS OF INFORMATION FROM NURSE, ADMINISTRATOR, AND COUNSELOR VISITS AND LOGS.
3			Multiple students over years who have exhibited phobia, anxiety and other behaviors that have impacted their education.

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	SCIP MEETINGS and outcomes from discussion	REVIEW OF DATA REPORTS FROM CLASSROOM, NURSE, GUIDANCE COUNSELOR AND PRINCIPAL.
	IDENTIFICATION AND DEVELOPMENTAL STAGES IN RELATIONSHIP TO SOCIAL AND EMOTIONAL GROUPS AND ACADEMICS	COMMON PLANNING AND PLC MEETINGS FEEDBACK DISCUSSIONS
2	Outcome from crisis with students	DEVELOPMENT OF STRATEGIES TO MEET THE NEEDS.



## Connecticut Farms Elementary School Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Union Township	Connecticut Farms	Mrs. Annie Moses	September 2015-June 2016

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Build the ability of all teachers to identifying ability levels of each student to better differentiate instruction.	All	<ul style="list-style-type: none"> <li>• To improve differentiated planning, instruction and assessment within each individual classroom.</li> <li>• During SGO planning and analysis it was revealed that teachers need support in creating and implementing high quality differentiated instruction.</li> </ul>
2	Provide support to teachers in implementing balanced literacy within unit lesson plans through the use of close reading and writers workshop	ALL	<ul style="list-style-type: none"> <li>• Increasing teacher ability to provide relevant instruction in regards to the relationship between reading comprehension and creative writing</li> <li>• I&amp;RS meetings indicate the areas of reading comprehension and creative writing as the areas teachers request the most assistance</li> </ul>
3	Provide support to teachers in utilizing STEAM lessons and activities	ALL	<ul style="list-style-type: none"> <li>• Developing teacher ability to increase student ability to communicate, work collaboratively, develop creativity, and think critically</li> <li>• Teachers have not had enough exposure to implement STEAM process in order for students to meet 21<sup>st</sup> century skills.</li> </ul>

### 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Teachers will be trained in utilizing RTI strategies and assessment to better identify individual student needs	<ul style="list-style-type: none"> <li>• Content supervisors will support teachers in aligning differentiating instruction to student needs</li> </ul>



2	Teachers seek out and turnkey a series of presentations and activities to increase awareness and understanding of balance literacy	Teachers will visit colleague's classes to observe model lessons that support high standards of balanced literacy
3	Teachers will participate in peer led workshops to gain knowledge and increase familiarity in the STEAM process	Teachers will reflect on existing curricular concepts and seek to add engineering challenges to each of them

**3: Essential Resources**

PL Goal No	Resources	Other Implementation Considerations
1	Content Supervisor & Administrators PD Days dedicated training and alignment work	<ul style="list-style-type: none"> <li>Possible intensive interventions for struggling teachers</li> <li>Ensure teachers access to videos, webinars, and online communities</li> </ul>
2	Content Supervisor & Administrators PD Days dedicated training and alignment work Dedicated Time for collaborative teams to refine aligned lessons and assessments	<ul style="list-style-type: none"> <li>Possible intensive interventions for struggling teachers</li> <li>Ensure teachers access to videos, webinars, and online communities</li> </ul>
3	Content Supervisor & Administrators PD Days dedicated training and alignment work	<ul style="list-style-type: none"> <li>Possible intensive interventions for struggling teachers</li> <li>Ensure teachers access to videos, webinars, and online communities</li> </ul>

**4: Progress Summary/ Goals obtained for the 2015/2016**

PL Goal No	Notes on Plan Implementation	Notes on Goal Attainment



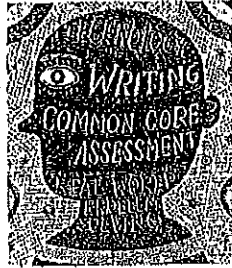
1	By the end of the 2015/2016 school year teachers will have recognized the individual needs of each student, implemented balanced literacy strategies daily, and incorporated S.T.E.A.M. (Science, Technology, Engineering, Art, and Math) as a means of problem solving and critical thinking.	Results to be determined by the end of the 2016 school year
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Principal Signature

5/27/2015  
Date

Signature:





**Strategies for Preparing Students for the Rigors of the PARCC**  
**Township of Union Public Schools**  
**Kristin Vallnott**  
**Workshop 2**  
**February 13, 2015**  
**1:30-3:30 PM**

<p style="text-align: center;"> <b>Recap of last meeting and sharing            implementation of strategies            (30 minutes)</b> </p>	<p>Teachers will share out any strategies they have implemented and what they found. Teachers will compare artifacts and discuss what worked and any challenges they faced in implementation.</p>
<p style="text-align: center;"> <b>Looking at Student Work            (1 hour)</b> </p>	<p>Teachers will work together to use the rubric to score the narrative essays. Being mindful to use the Looking at Student Work Protocol:</p> <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What does this student know how to do?</li> <li>• What is the next thing this student needs to learn?</li> <li>• What can the teacher do to move the student along?</li> </ul>
<p style="text-align: center;"> <b>Brainstorm and Discuss next steps and            strategies for implementation            (30 minutes)</b> </p>	<p>Teachers will discuss the following questions and begin implementation based upon answers:</p> <ul style="list-style-type: none"> <li>• Can you group your students according to needs?</li> <li>• Can you differentiate instruction to address the needs of all your students?</li> <li>• Based upon your assessment, what are some strategies you can begin implementing to address these needs?</li> </ul>



## School Professional Development Plan (PDP)

District Name	School Name	Principal Name	PDP Begin/End Dates
UNION TOWNSHIP	Washington School	M. Hoyt	SEPTEMBER 2015-JUNE 2016

### 1: Professional Learning Goals

No.	Goal	Identifies Group	Rationale/Sources of Evidence
1	BUILD CAPACITY OF ALL EDUCATORS TO IDENTIFY AND TEACH TO THE DEVELOPMENTAL ABILITIES OF STUDENTS WHICH MAY INCLUDE LEARNING DIFFERENTIATION, SOCIAL AND EMOTIONAL NEEDS OR VISUAL AND PERCEPTUAL DIFFERENCES.	ALL	FEEDBACK FROM DISCUSSION IN SCIP MEETINGS.
2			ANALYSIS OF INFORMATION FROM NURSE, ADMINISTRATOR, AND COUNSELOR VISITS AND LOGS.
3			MULTIPLE STUDENTS OVER THE YEARS HAVE EXHIBITED PHOBIA, ANXIETY AND OTHER BEHAVIORS THAT HAVE IMPACTED THEIR EDUCATION.

### 2: Professional Learning Activities

PL Goal No.	PL Activities	Follow-up Activities (as appropriate)
1	SCIP MEETINGS AND OUTCOMES FROM DISCUSSION.  IDENTIFICATION AND DEVELOPMENTAL STAGES IN RELATIONSHIP TO SOCIAL AND EMOTIONAL GROUPS AND ACADEMICS.	REVIEW OF DATA REPORTS FROM CLASSROOM, NURSE, GUIDANCE COUNSELOR AND PRINCIPAL.  COMMON PLANNING AND PLC MEETINGS FEEDBACK DISCUSSIONS.
2	OUTCOME FROM CRISIS WITH STUDENTS.	DEVELOPMENT OF STRATEGIES TO MEET THEIR NEEDS.



3	

**3: Essential Resources**

PL Goal No.	Resources	Other Implementation Considerations
1	WORKSHOPS ON IDENTIFICATION AND STRATEGIES.	APPROPRIATE RESOURCES FROM LICENSED PRACTITIONERS.
2	SPECIAL SERVICE DEPARTMENT.	AVAILABILITY OF SUPERVISORS AND RELATED SERVICE PERSONNEL.
3	ARTICLES AND RESEARCH MATERIALS USE OF WEBSITES SUCH AS GO-NOOBLE AND BRAIN BREAK.	AVAILABILITY OF RESOURCES THAT ARE AGE APPROPRIATE AND HOW THE RESOURCES WILL HELP STAFF IDENTIFY AND MEET STUDENTS' NEEDS. TEACHER BUY-IN TO USING WEBSITES FOR STUDENT MOTIVATION.

**4: Progress Summary**

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		

Signature: Mark C. [Signature] Date: 5-15-15

Principal Signature



## Optional School Professional Development Plan (PDP) Template

<b>District Name</b>	<b>School Name</b>	<b>Principal Name</b>	<b>Plan Begin/End Dates</b>
Township of Union	Union High School	Ben Kloc – Acting Principal	September 2015 – June 2016

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve alignment of curriculum to Common Core State Standards	All	Middle States objectives and report, Prosper results, student achievement scores on state standardized tests, student achievement scores on district benchmark exams, Common Core Standards and PARCC are new required state programs
2	Support teachers in creating high quality Student Growth Objectives	All	SGOs are a requirement for the new evaluation initiative for all teachers
3	Increase teacher familiarity and usage of data to drive instruction, assessment, and curriculum decisions	All	Federal programs use student achievement data to evaluate schools and districts, student achievement data is used to guide instruction in the classroom and better meet the needs of students and the goals of the curriculum

### 2: Professional Learning Activities

P.L. Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>• Content supervisors will provide training for all teachers in unpacking and aligning content standards</li> <li>• All teachers will utilize CCSS to align instructional units and assessments to CCSS</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will work in teams to critique and assess curriculum and assessment alignment</li> <li>• Teachers will work in teams to create common CCSS aligned assessments</li> <li>• Content supervisors will continue to support teachers in the application of learning to practice</li> </ul>
2	<ul style="list-style-type: none"> <li>• Teachers will be trained in creating a common, standards-aligned high-quality assessment in each department to be used in SGOs</li> <li>• Teachers will participate in a series of presentations and activities to increase awareness and understanding of assessment literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of common SGO assessment</li> <li>• Content supervisors will provide follow-up support as needed for individual teachers and teams</li> </ul>



	<ul style="list-style-type: none"> <li>Teachers will be trained in using formative assessments to track students' progress toward attainment of SGOs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will analyze students' expected vs actual performance on SGO assessment in order to establish more meaningful targets.</li> </ul>
3	<ul style="list-style-type: none"> <li>Content supervisors and related administrators will provide training for all teachers in utilizing Prosper system</li> <li>All teachers will utilize data results to drive instruction and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will work in teams to critique and assess student strengths and weaknesses and effectiveness of assessments</li> <li>Teachers will work in teams to create district benchmark assessments in response to identified student weaknesses</li> <li>Content supervisors will continue to support teachers in the application of learning to practice</li> </ul>

### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Content supervisors to provide training and follow-up support Two teacher PD days dedicated to training and alignment work Dedicated time for collaborative teams to refine alignment Funding for trainers	Feedback to inform training and ongoing refinement
2	Qualified trainer to provide SGO training Time for teachers to participate in two PD days Funding for trainers	Feedback to inform training and ongoing refinement Availability of content supervisors to support teachers Possible interventions for struggling teachers
3	Content supervisors to provide training and follow-up support Two teacher PD days dedicated to training and work Dedicated time for collaborative teams to refine assessments, etc. Funding for trainers	Feedback to inform training and ongoing refinement

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		



3

Signature: \_\_\_\_\_

Principal Signature

\_\_\_\_\_

Date



## Optional School Professional Development Plan (PDP) Template

<b>District Name</b> Township of Union	<b>School Name</b> Union High School	<b>Principal Name</b> Ben Kloc – Acting Principal	<b>Plan Begin/End Dates</b> September 2015 – June 2016
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### 1. Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve alignment of curriculum to Common Core State Standards	All	Middle States objectives and report, Prosper results, student achievement scores on state standardized tests, student achievement scores on district benchmark exams, Common Core Standards and PARCC are new required state programs
2	Support teachers in creating high quality Student Growth Objectives	All	SGOs are a requirement for the new evaluation initiative for all teachers
3	Increase teacher familiarity and usage of data to drive instruction, assessment, and curriculum decisions	All	Federal programs use student achievement data to evaluate schools and districts, student achievement data is used to guide instruction in the classroom and better meet the needs of students and the goals of the curriculum

### 2. Professional Learning Activities

P.L. Goal No.	Initial Activities	Follow-up Activities (as appropriate)	Rationale
1	<ul style="list-style-type: none"> <li>• Content supervisors will provide training for all teachers in unpacking and aligning content standards</li> <li>• All teachers will utilize CCSS to align instructional units and assessments to CCSS</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will work in teams to critique and assess curriculum and assessment alignment</li> <li>• Teachers will work in teams to create common CCSS aligned assessments</li> <li>• Content supervisors will continue to support teachers in the application of learning to practice</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will work in teams to critique and assess curriculum and assessment alignment</li> <li>• Teachers will work in teams to create common CCSS aligned assessments</li> <li>• Content supervisors will continue to support teachers in the application of learning to practice</li> </ul>
2	<ul style="list-style-type: none"> <li>• Teachers will be trained in creating a common, standards-aligned high-quality assessment in each department to be used in SGOs</li> <li>• Teachers will participate in a series of presentations and activities to increase awareness and understanding of assessment literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of common SGO assessment</li> <li>• Content supervisors will provide follow-up support as needed for individual teachers and teams</li> </ul>	<ul style="list-style-type: none"> <li>• Teams will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of common SGO assessment</li> <li>• Content supervisors will provide follow-up support as needed for individual teachers and teams</li> </ul>



	<ul style="list-style-type: none"> <li>Teachers will be trained in using formative assessments to track students' progress toward attainment of SGOs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will analyze students' expected vs actual performance on SGO assessment in order to establish more meaningful targets.</li> </ul>
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### 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
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3	Content supervisors to provide training and follow-up support Two teacher PD days dedicated to training and work Dedicated time for collaborative teams to refine assessments, etc. Funding for trainers	Feedback to inform training and ongoing refinement

### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		





3

Signature: \_\_\_\_\_

Principal Signature

\_\_\_\_\_

Date