

Union Public Schools

Union, NJ 07083

**DISTRICT PROFESSIONAL DEVELOPMENT
PLAN**

2012-2014

District Professional Development Committee Profile and Sign-Off Sheet

Please write all of your responses for the district 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 DISTRICT PROFILE

Name of District: 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: Dr. Patrick Martin

Date

4/13/12

submitted

Type of District (check one): Top of Form

K-5 K-6 K-12 7-12 9-12 Other (specify):

Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

NAME OF BUILDING	SCHOOL CODE	GRADES	STUDENT ENROLLMENT	STAFF MEMBERS
SEE FOLLOWING PAGE				

Provide the following information for the District Professional Development Committee:

Chair:

Caitlin Brady
cbrady@twpunionschools.org

Patrick Frack English Teacher

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DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2012-2014

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 DISTRICT 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 your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

The 2011-2012 professional development programs were scheduled three times during the school year, each day for five hours. The professional development programs supported professional staff as they refined their teaching skills and learned about new developments in the education field.

The local professional development committee (LPDC) meets each month during the school year to articulate and maintain the professional development plans of the district and schools. Input and guidance were provided by members of the school professional development committees. (SPDC)

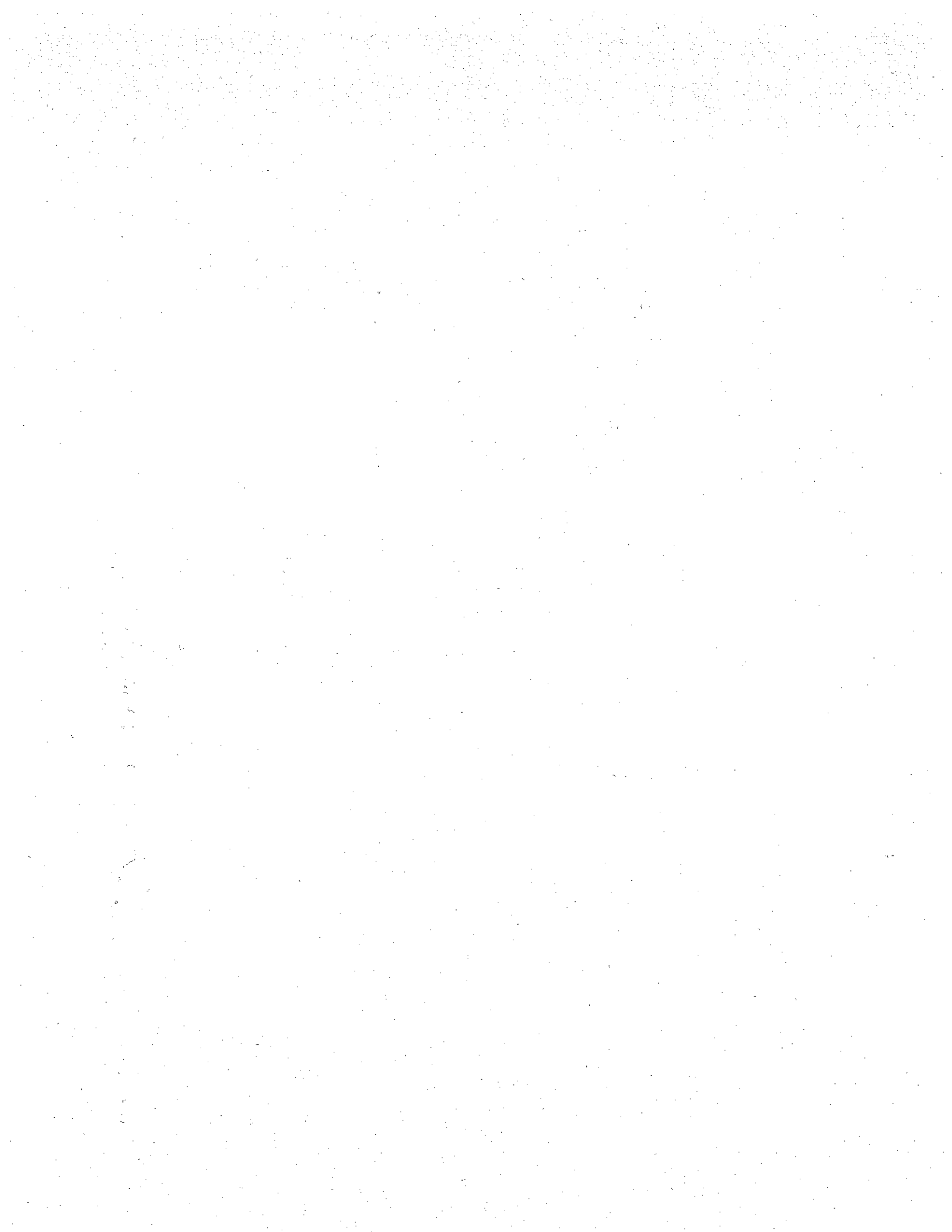
The desire of the LPDC for 2011-2012 was to retain and expand the positive professional development opportunities that stimulated the thinking of professional staff and thus, ensure student learning and achievement.

The LPDC recognized the need to continually strive to provide the best quality of instruction for every student in the Township of Union School District. In an effort to meet and deliver effective instruction to every student, the LPDC and the SPDCs worked diligently to support topics that were relevant to student learning and achievement.

Staff development workshops were largely building-based. The demands of being a district in need of improvement (DINI), however, determined what workshops staff members would be required to attend. Thus this has created conflict due to scheduling. This was a challenge that required the attention of all invested committees and individuals involved.

Topics for the workshops were in response to the district and building as identified in the building needs assessments. Additional topics included training for professional learning communities, effective co-teaching strategies in inclusive classrooms, implementing technology into all classrooms, as indicated by the district in need of improvement plan. (DINI). All staff members who attended the professional development workshops provided feedback via the online portal (PLP) which has been a very effective tool in assessing professional development and has been previously commended by the county superintendent. The information was examined and discussed by the committees. The SPDC also used all available information to plan future professional development activities.

The LPDC supported the SPDCs in an effort to bring about improvement in student performance as a result of the increase in teacher knowledge and competence. The programs provided opportunities for professional staff to develop desirable changes in the delivery of instruction and implement practices for the 21st Century learner.



District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

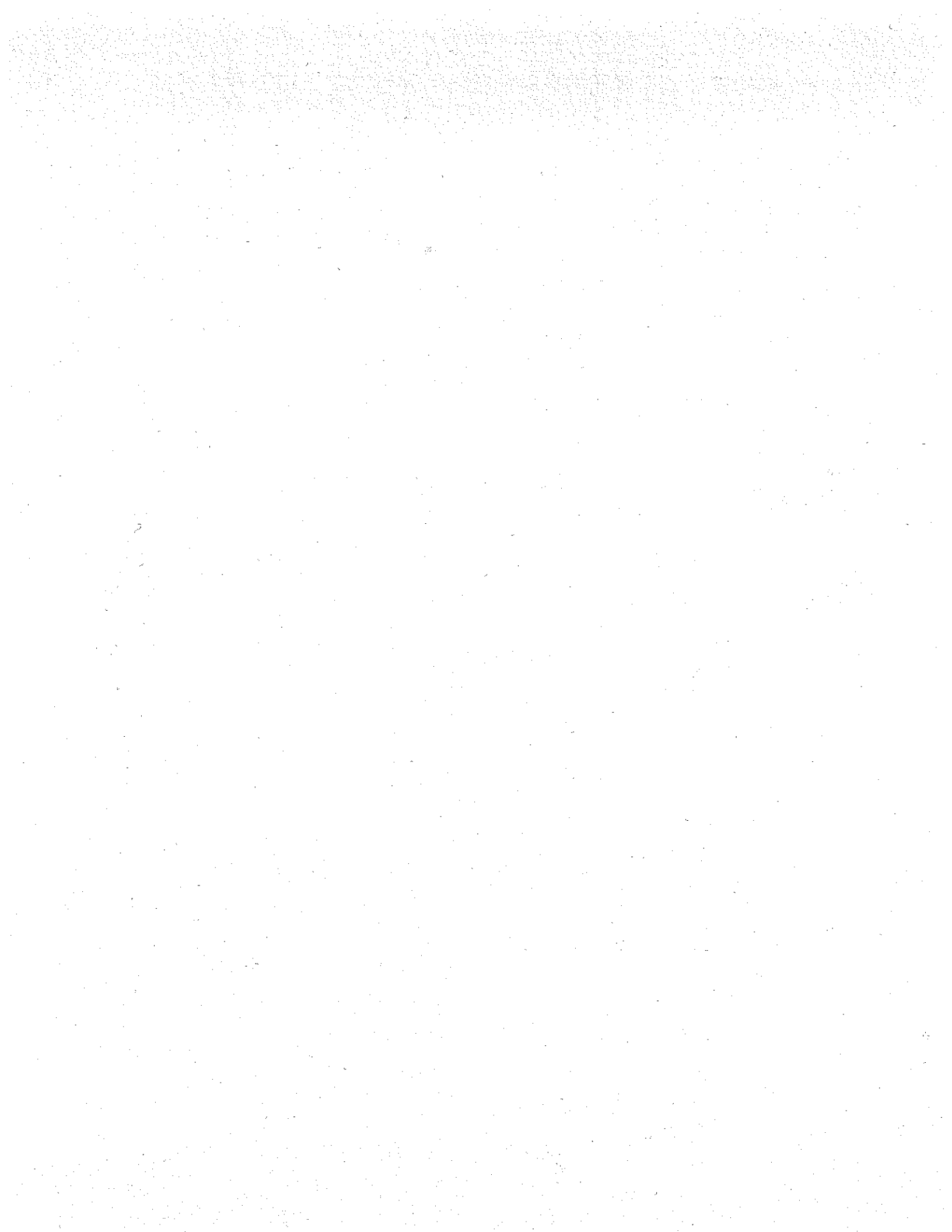
Provide the definition for question (1) and then provide responses to the remaining questions:

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

The commonalities of student achievement/learning priorities as defined by the ten schools in the Township of Union include:

- Students will perform at or above grade level on standardized tests, as well as academic proficiency tests, and will demonstrate mastery of the state curriculum standards for student success.
- Students are required to read six (6) chapter books at each grade level. Additionally, students will practice writing through a common template known as the "Monster Outline." This is being done to increase test scores in Language Arts.
- Students will be able to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly-acquired knowledge, students will then be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth.
- The intended goals for the Professional Learning Communities (PLCs) are to create and implement a process for responding when students experience difficulty in learning.

The Local Professional Development Committee, along with the support of the administration and the Board of Education, is committed to encourage building-based, job-embedded collaborative workshops and offer more



afterschool opportunities based on the needs of the school based professional development committees. The staff development coordinator assists with any individual building concerns and issues on an as-needed basis. The LPDC meets with the SPDC chairs on a quarterly basis to share ideas and concerns on student achievement, including proficiency and standardized test performance. Where learning priorities are similar, we encourage collaboration amongst schools.

The committee sought input from the directors of elementary and secondary curricula to understand the district priorities for professional development. For example, using data to direct instruction was a district focus. In preparation for such, workshops were offered on such topics as "Data Analysis of Proficiencies," "Holistic Scoring," "Guided Reading," "Classroom Update," "Genesis," "Bullying Conflict," "PLC Curriculum Development," "Smartboard," "Changing Student Behavior," and "Methods for Motivating Students."

Each of the individual schools created and conducted their own building needs assessments. Priorities were based not only on the answers received but on the feedback given via the online portal evaluation for each staff development session, as well as feedback from professional learning community meetings. The SPDC committee also created their adult learning priorities based on the student data received from local and state test results.

The data that was used to assess adult learning based on student needs were those derived from the evaluation portion of the online portal. The identified needs included strategies for improving students' reading and writing skills, behavior management strategies, accommodating special needs children in the regular education classroom, creating learning centers, using 21st century skills, such as technology and using data analysis to improve instruction. Teachers in some buildings were given common preparation time to evaluate student performance and progress and to develop strategies that are successful in getting students to learn.

Needs based on data. The District in Needs of Improvement Action Plan has driven much of professional development. Other staff development needs were based on feedback from formal and

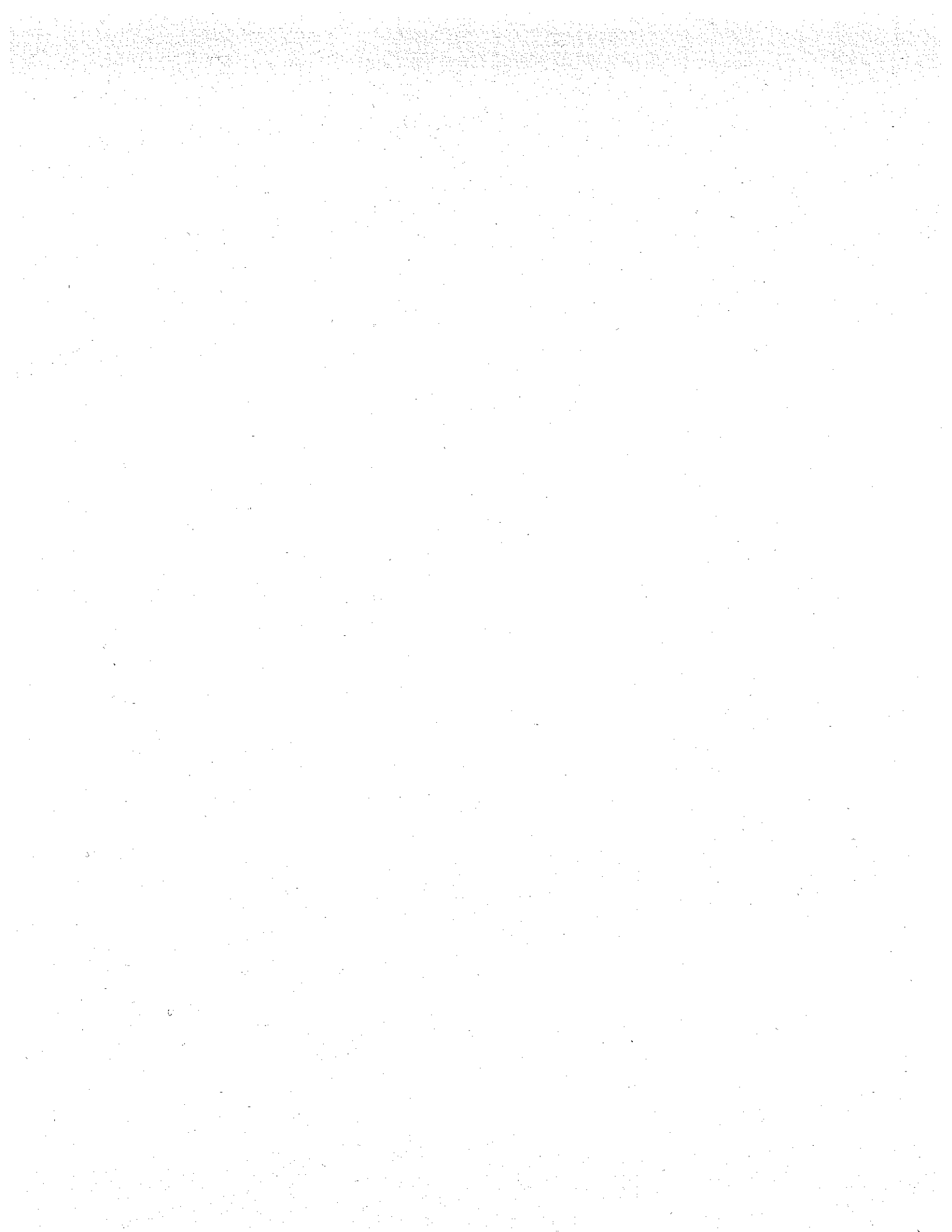
informal staff needs assessments, professional development surveys, grade level meeting documentation, articulation meetings, staff meetings, Professional Learning Committee meetings, department meetings documentation, and site-based meetings. Scores on standardized tests, quarterly assessments developed by teachers, proficiency exams, report cards, progress reports, formal and informal observations, tests, quizzes, discussions and data supplied by licensed computer programs purchased by the district were also used to develop the following.

- Need for more training to use learning activities linked to technology.
- Need for more technology equipment in the school and individual classrooms.
- Behavior modification strategies for classrooms.
- Strategies to effectively implement collaborative teaching.
- Strategies for accommodating the inclusion of special needs children in the regular education classroom.
- More strategies for assisting students to improve their reading and writing skills.
- Allow all staff to participate in vertical articulation meetings.
- Strategies for developing learning centers.
- More strategies on using data analysis to improve student learning.
- Improving school climate

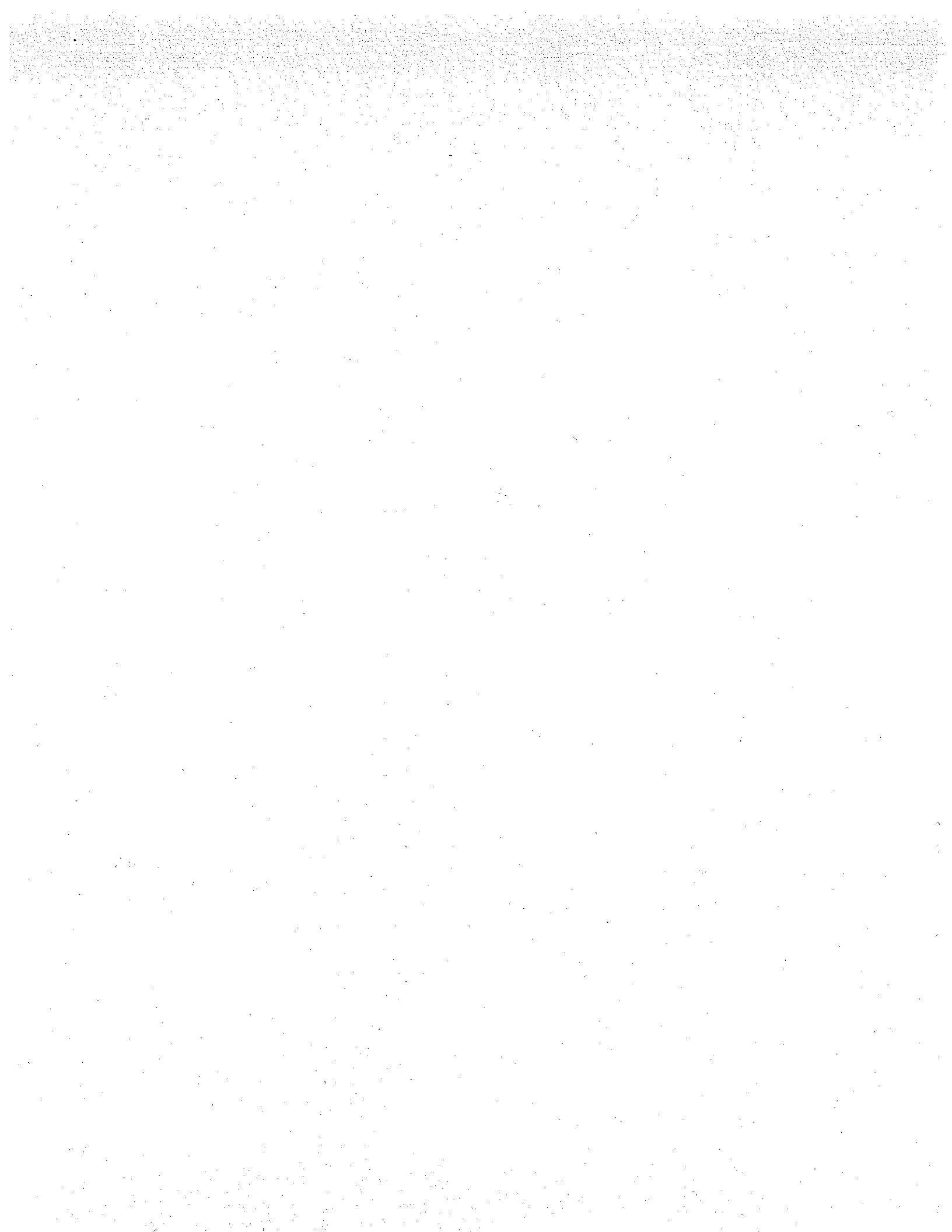
The district goals identified by the needs assessment include

- An increase in language arts literacy.
- Utilizing technology to its capacity within the curriculum.
- Use data to create individual learning plans for struggling students or decrease the number of students referred for special education services.
- Continue using professional learning communities to design lessons to increase student engagement and student achievement.
- Training on writing grants for opportunities in the classroom.

How the school committee is using school based performance and other data to drive professional development in the school.



- Through the use of licensed computer programs, the staffs at the all schools have been trained in how to analyze student data in order to identify student strengths and weaknesses, as well as best practices for program implementation.
- Individual buildings have scheduled workshops that are relevant to meeting the needs of their students.
- Job embedded collaborative workshops on various differentiated strategies will be offered throughout the 2012-2014 school years.
- Professional Learning Committees submit "Team meeting feedback sheets" twice a month. Information is used to determine PD activities.
- Schools will request the LPDC offer after school courses based on their needs. (example tiered lesson plans)



District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the District

Provide your responses to the following questions:

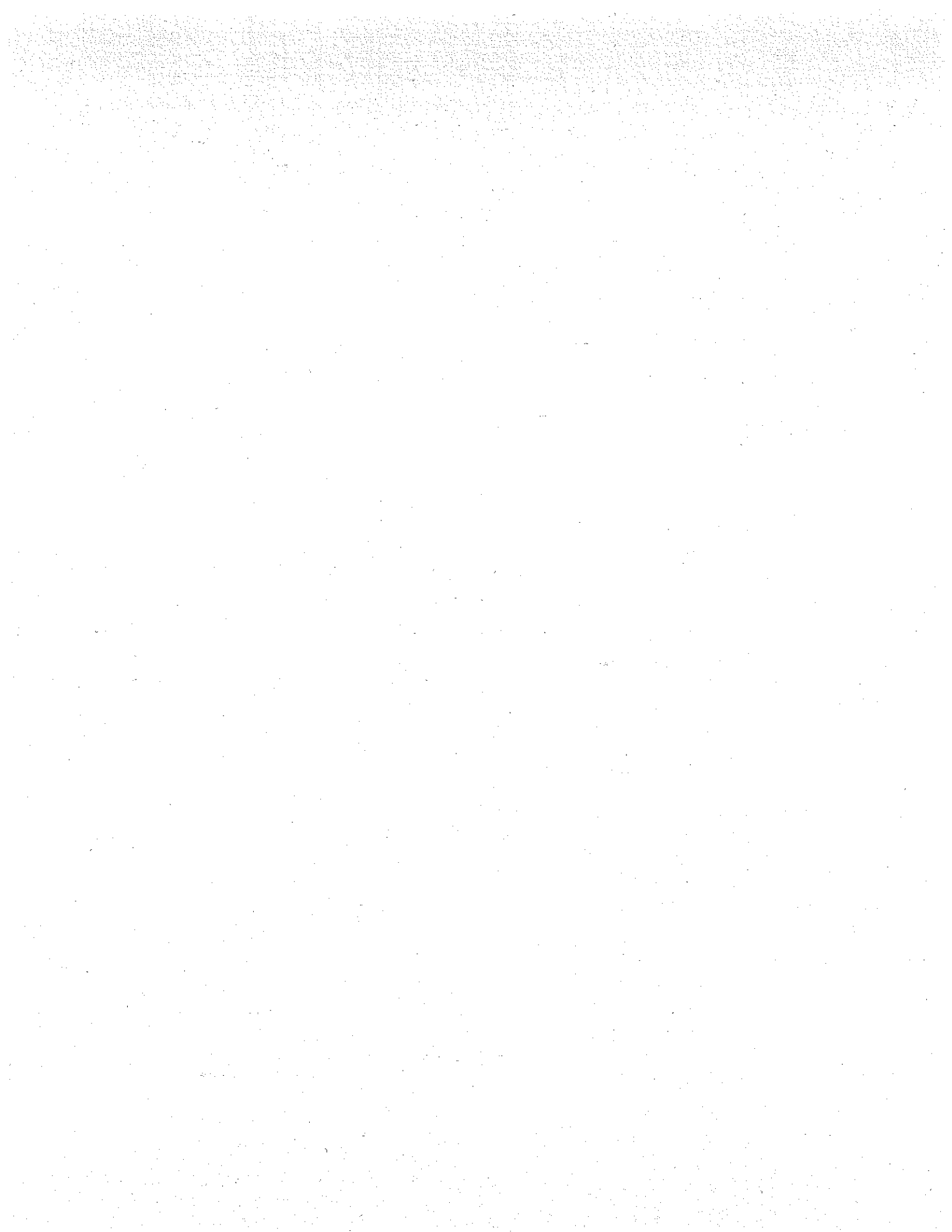
1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
 - 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 the district professional development goals align with the district priorities goals and the systemic goals of the district.

The identified student learning goals of the Township of Union School district for the 2012-2014 school years include

- Improved skills in the areas of reading, language arts, writing and mathematics.
- Increasing state standardized test scores.
- Motivating reluctant learners.
- Addressing the needs of a diverse student population with various multicultural issues.
- Supporting inclusion and mainstreaming of special needs students by improving pedagogy in the co-teaching classroom.
- Addressing the various learning styles and strategies through differentiated instruction.
- Addressing bullying, harassment and intimidated through conflict resolution and character education programs.
- Utilizing technology, whenever possible, in the classroom.
- Increase technological literacy for students and teachers alike.

The identified professional development goals for the Township of Union school district for the 2012-2014 school years include:

- Increasing educators' competency in using technology in their daily lessons.
- Using behavior modification programs to improve classroom management.
- Use of differentiated lessons and learning plans.
- Enabling educators to select, construct and implement formative and summative assessment strategies for monitoring student learning.

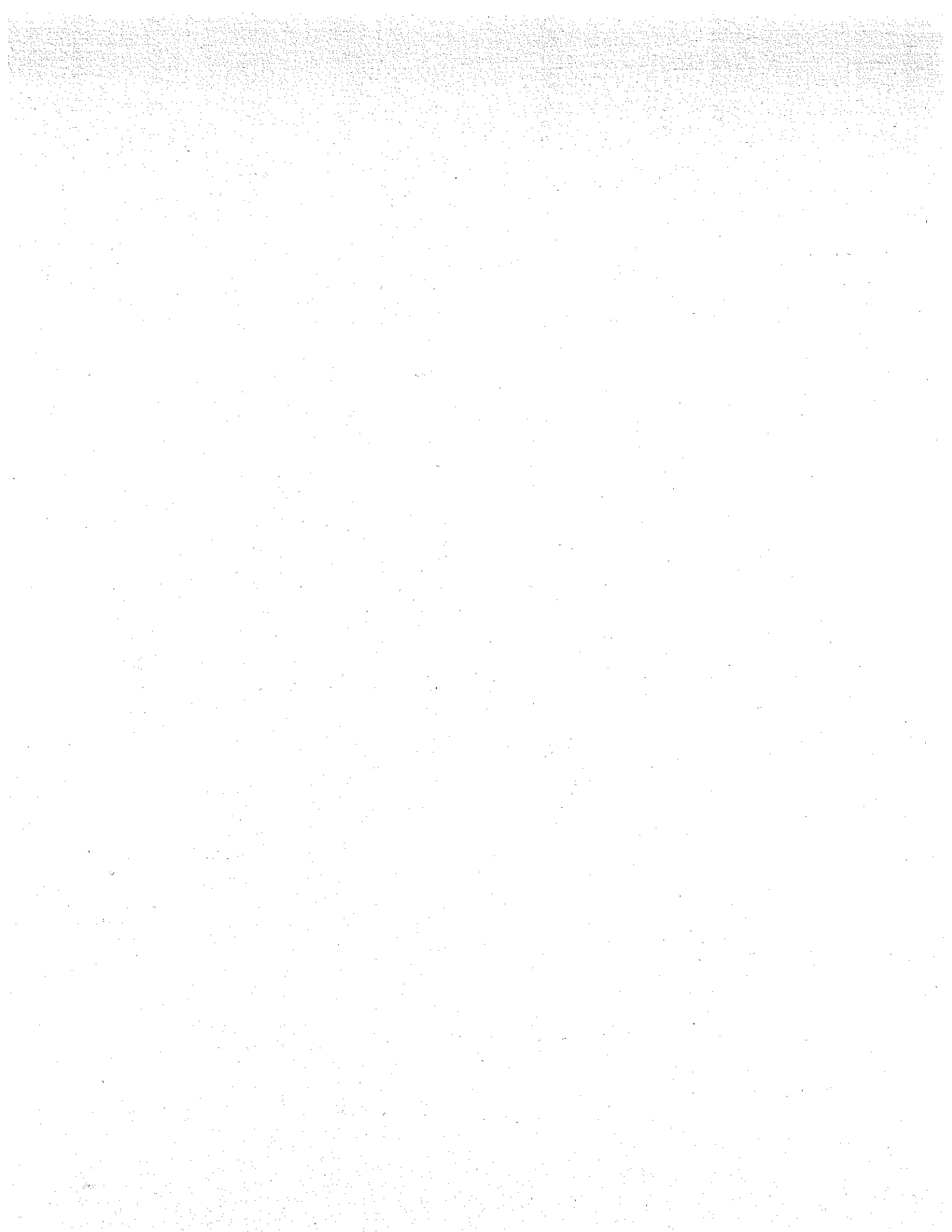


- Influencing classroom practice through use of professional learning communities.

These goals will be measured in a variety of ways including but not limited to

- Teacher plan book documentation
- Teacher formal and informal observations via walk-throughs
- Measuring student discipline referrals, detentions and suspensions.
- Use of standardized test scores, academic proficiency exams, teacher-made formative and summative assessments.
- Teacher reflection through mirrored assessments
- Responses to online portal survey questions.
- Anecdotal evidence.

The district has identified academic growth, particularly an improvement on standardized testing and a closing of the achievement gap in all areas, as its goal. The professional development goals are aligned to coordinate with this effort. Student outcomes are improved when all members of the learning community are provided with staff development that is relevant and collaborative.



District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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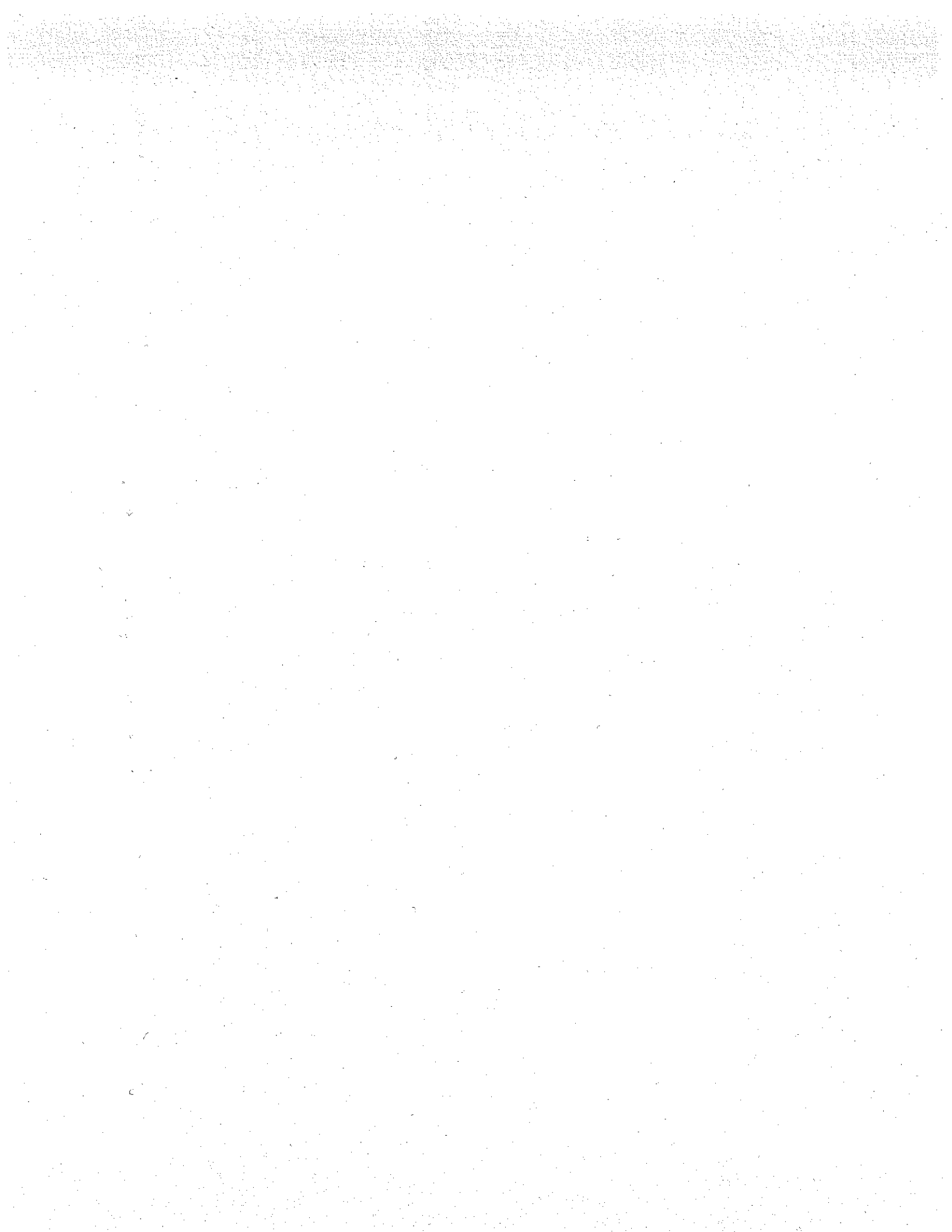
D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities 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 district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? 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 core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

Professional development in the Township of Union School district is offered in a variety of differentiated formats to suit our own professionals' learning needs, styles and profiles as well as to exemplify best practices in teaching both students and adults. We currently offer afterschool workshops on many subjects, ranging from technology to research-based strategies. Due to the concern of implementing differentiated instruction and tiered lesson planning, we have offered numerous opportunities to hone and develop these skills for teachers in the district. At the elementary schools, there are professional learning community meetings based on the needs assessments of the district. We also have a strong partnership with our online portal company, Avatar. The district has also contracted with outside consultants and experts to assist in the transition of inclusion team-teaching classrooms to assisting teachers with implementing differentiated instruction practices.

The core curriculum content standards and the academic proficiencies which the district will be focusing on deal with improving literacy skills across the curriculum. The students must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This literacy encompasses visual literacy, media literacy, textual literacy, numerical literacy, technology literacy, and network literacy. This is an important issue in our professional development quest, as we must help our district educators reexamine their own assignments and traditional teaching strategies. Because our world is



changing so rapidly, no traditional curriculum and methodology can sufficiently supply students with fact-based learning needed for the challenges they will face. Through carefully designed staff development, we can enable educators to gain concrete examples of how literacy can be integrated into core subjects, while making the teaching and learning of core subjects more relevant to the demands of the 21st century. By utilizing more team based learning, we are hoping to help our schools and teachers reflect and evaluate where they are on the road to being a 21st century learning environment.

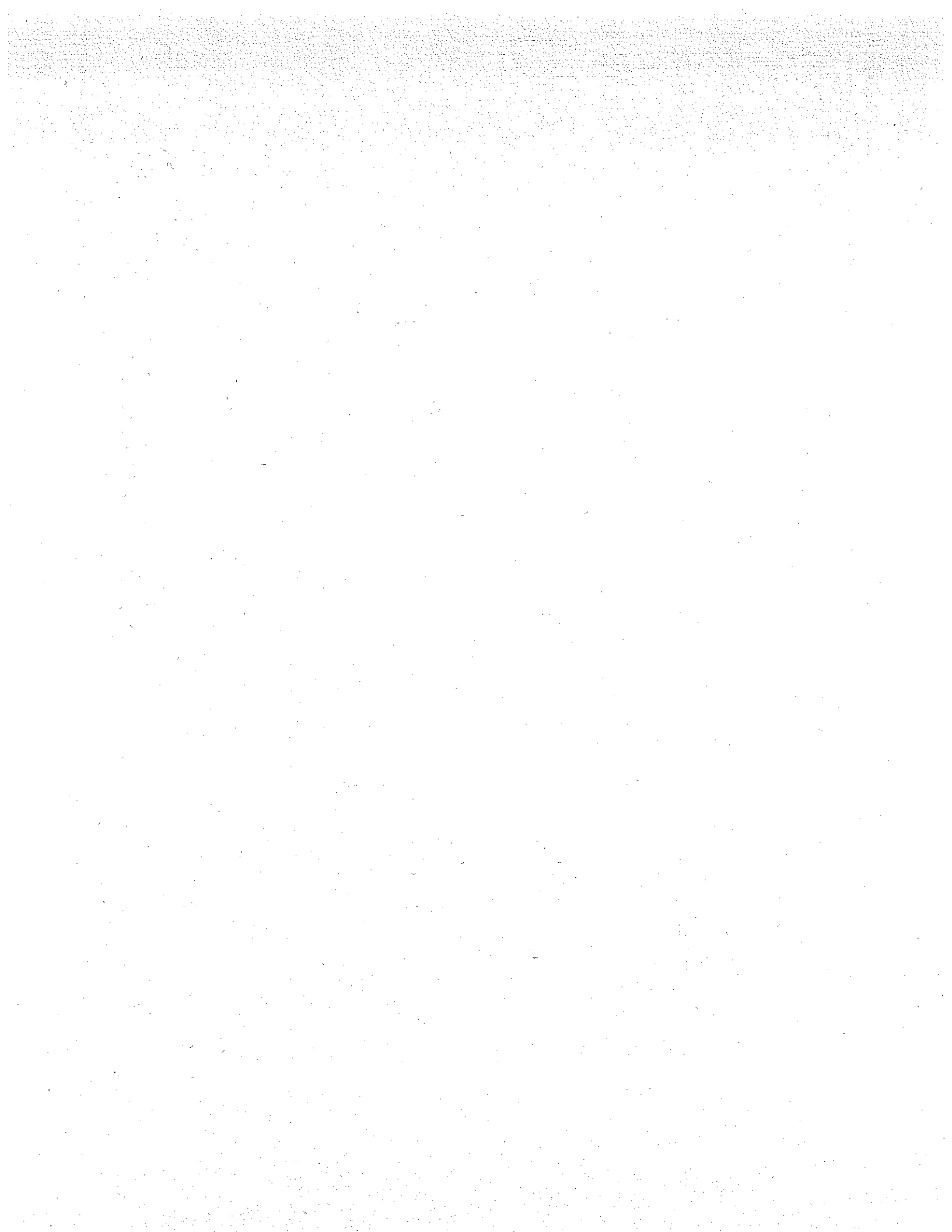
Future district initiatives targeted for intensive learning will be identified through needs assessments, test scores and state mandates.

The Local Professional Development Committee, reviewed each school's professional development plan to find out individual needs and discuss commonalities that various schools can achieve together. There is also a hope to create a professional development community with which we can discuss things with the chairs of each building committee, and amongst teachers in each individual school building.

The district is highly cognizant of the differing demographics of the district and supports the individualized goals of each of its schools. The diversity of these programs is coordinated with the individual building needs.

A significant challenge that we are currently facing in our district is selecting the staff development approach that aligns most clearly with the assumptions and beliefs of our staff members and produces the results desired for students. When everyone is on board, a change in behavior accelerates; however, when these beliefs aligned with a staff development program contradict the long-held beliefs of our participants, this change is difficult. According to research, no single ingredient has greater impact on student achievement than the quality of the teacher in the classroom (Haycock, 1998). We use Haycock's view of effective professional development where teachers are engaged in discussions about what they are teaching, how they are teaching, and about the results they are getting with students and how to improve them. We are also striving for these conversations to be able to occur during the school day for teachers to meet and examine student work, evaluate it against standards, and determine strategies for getting better results.

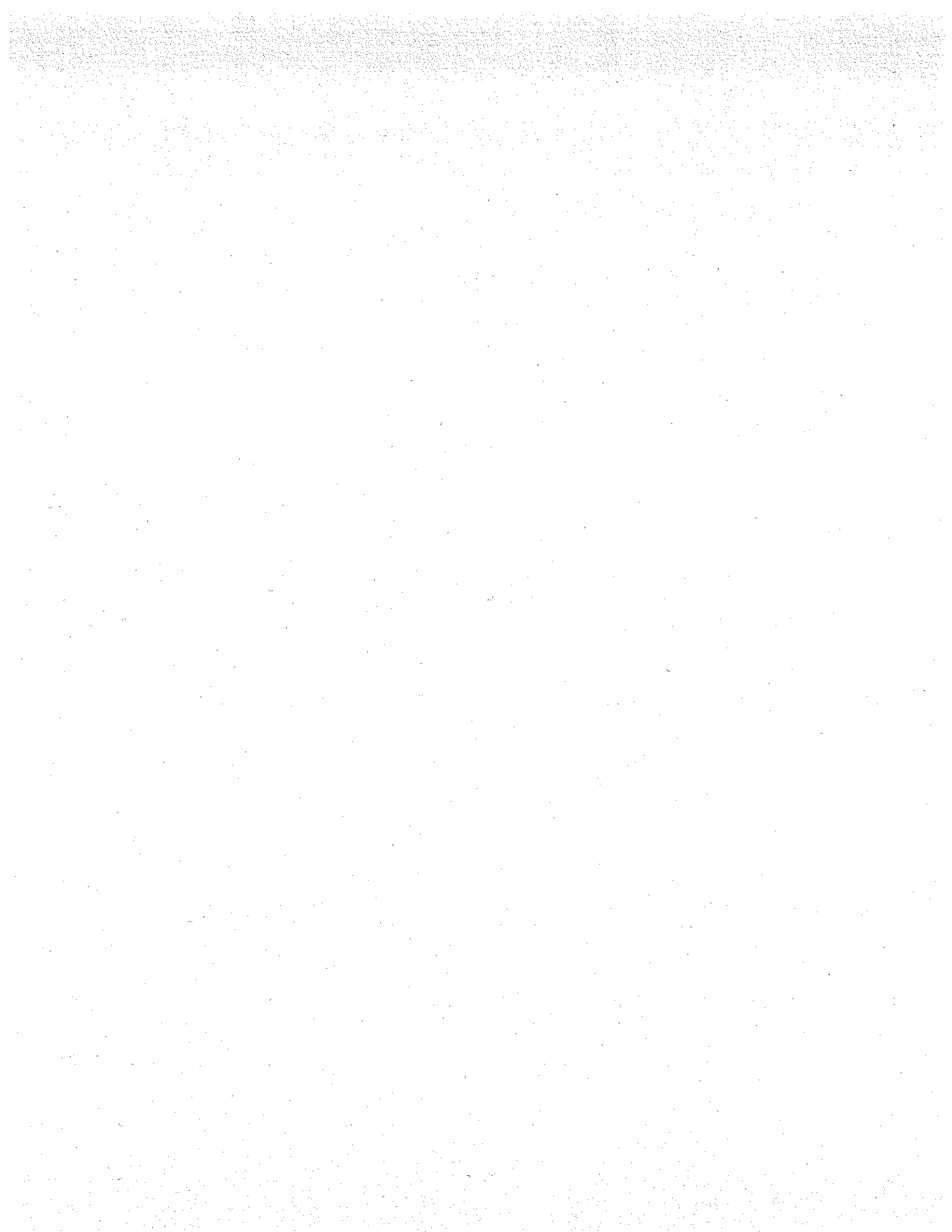
It is crucial for educators to proactively communicate with each other to achieve better results in their individual classrooms. The district provides afterschool workshops to help our educators communicate better with each



other, share information and create classroom environments that are more conducive to learning.

The district plan will be distributed to all the stakeholders in the district at the beginning of the school year. It will be distributed and discussed at PLC and faculty meetings. It will also be posted on the district website.

The LPDC realizes that with the increasing expectations for students, manifested through our own state standardized tests, academic proficiencies and 21st Century Learning Initiatives, it shows the importance of the effect that adult learning has on our students' eventual learning. There is an explicit correlation between teacher learning and student achievement results. Current research has also redefined our own notion of professional development, as we have moved toward building- based professional development. We know that professional development is not just about what the teachers want to know. While the district gives us 15 hours of professional development yearly, this may be insufficient because research has shown that professional development needs to be job-embedded throughout a teacher's work day in order to improve student learning, and we are currently working on existing measures to be able to incorporate this more effectively.



School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

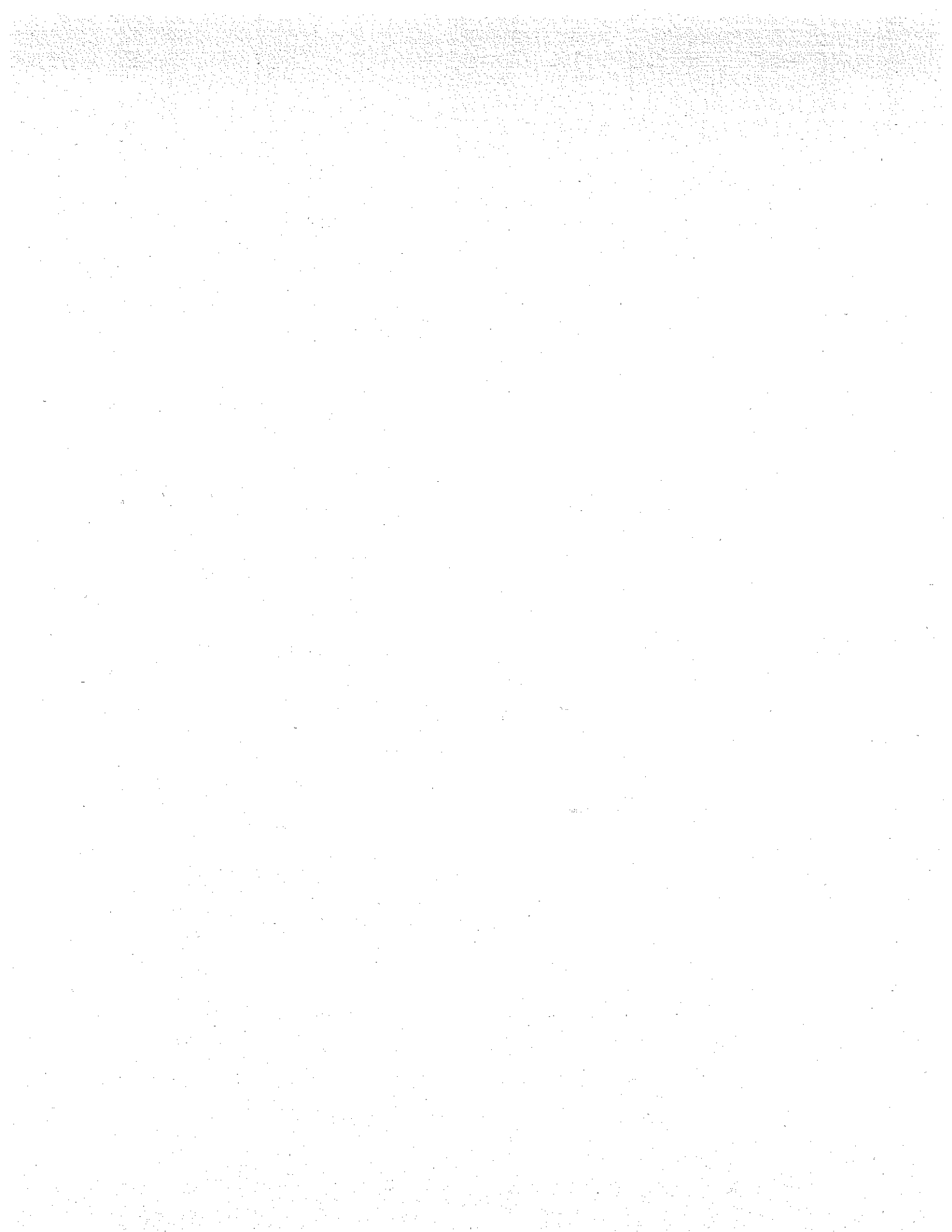
1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or 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.

District-dedicated professional development is offered three times during the year as full-day collaborative Professional Development workshops, running from 8 am until 1 pm, as well as after school programs, which run from 3:30 pm until 5:30 pm over two days. During faculty and department meetings, various PD programs are offered as well. Course offerings at various local universities, colleges and educational organizations are routinely offered, and staff members are encouraged to participate in order to support their adult learning. Tuition reimbursement has been allotted by the district for continuing education. Mentoring is also offered, which allows the collaboration of veteran teachers and new teachers. the observation of teaching practices of other faculty members.

Some staff members will collaborate during common prep periods (grade level meetings) to discuss relevant issues pertaining to the grade level. Weekly PLC meetings will be held to support each other in improving areas of student weakness, as well as to share strategies and ideas that have led to student improvement. Co-teaching support model lessons are used during the school day to demonstrate a variety of instructional strategies. AAP teachers and in-class resource teachers work with general education teachers to provide instruction that is differentiated and meets the needs of all learners.

A district staff development coordinator plans, implements and monitors staff development in the district and provides invaluable support for teachers in their pursuit of professional learning goals. The Local Professional Development Committee is another resource that the district can rely on for quality professional development advice.

The district leadership encourages collaborative professional development to occur as job embedded discussions as much as possible considering the obstacles the district faces in terms of budgeting, scheduling and staffing.



District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

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

Provide your responses to the following questions:

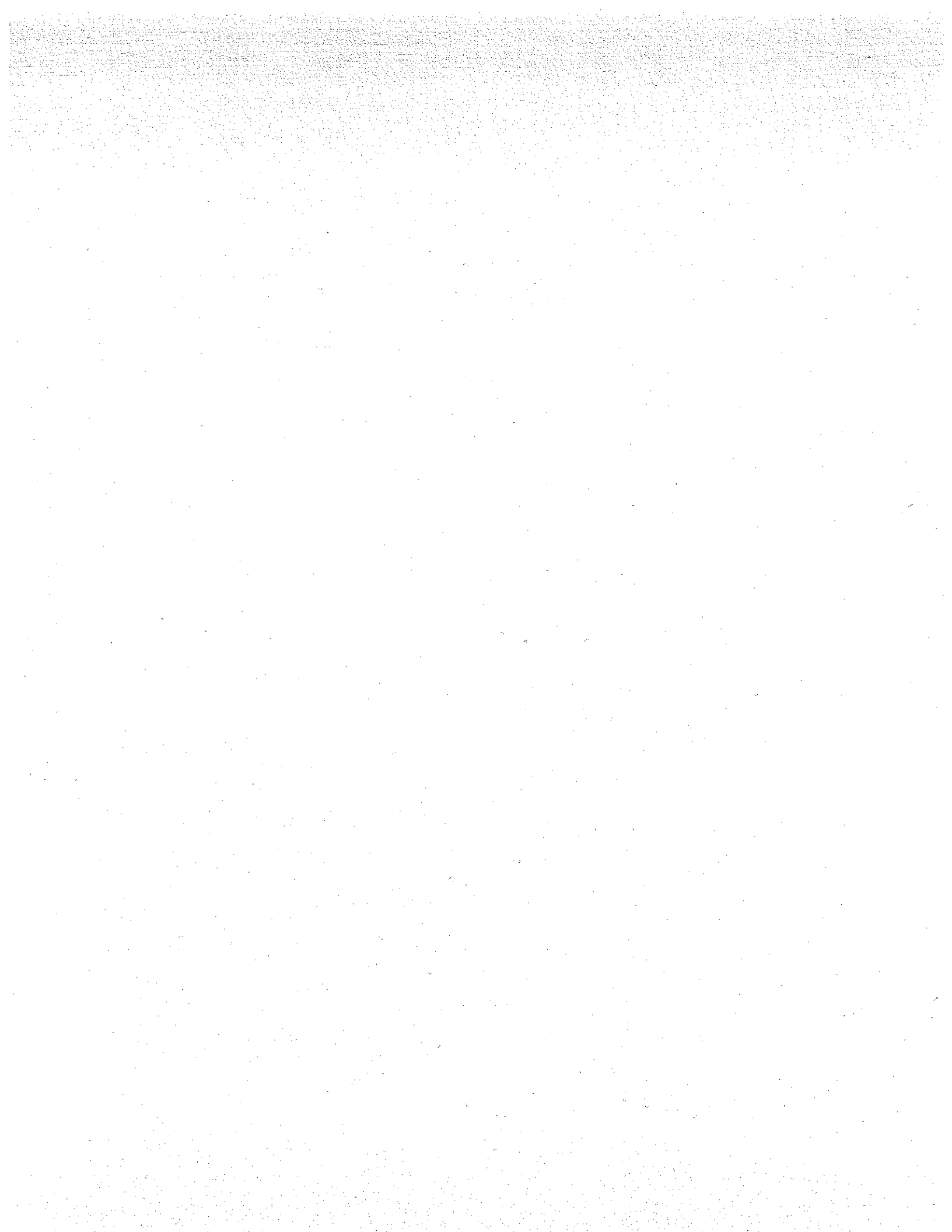
1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the District 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? For instance, the Local Professional Development Committee might consider the following questions:
 - How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?
 - How might you use school level program evaluation data to provide more input on the district professional development plan?
 - How might 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 educators in the Township of Union will develop a repertoire of effective and research-based teaching strategies created through collaborative efforts. These will include 21st Century skills dealing with technology and those other skills identified by each individual building professional development committee. This is an on-going process taking place district wide. The district will be able to measure the results of these initiatives through standardized testing results, surveys, academic proficiencies and formative and summative assessments and periodic feedback garnered on the online professional development portal.

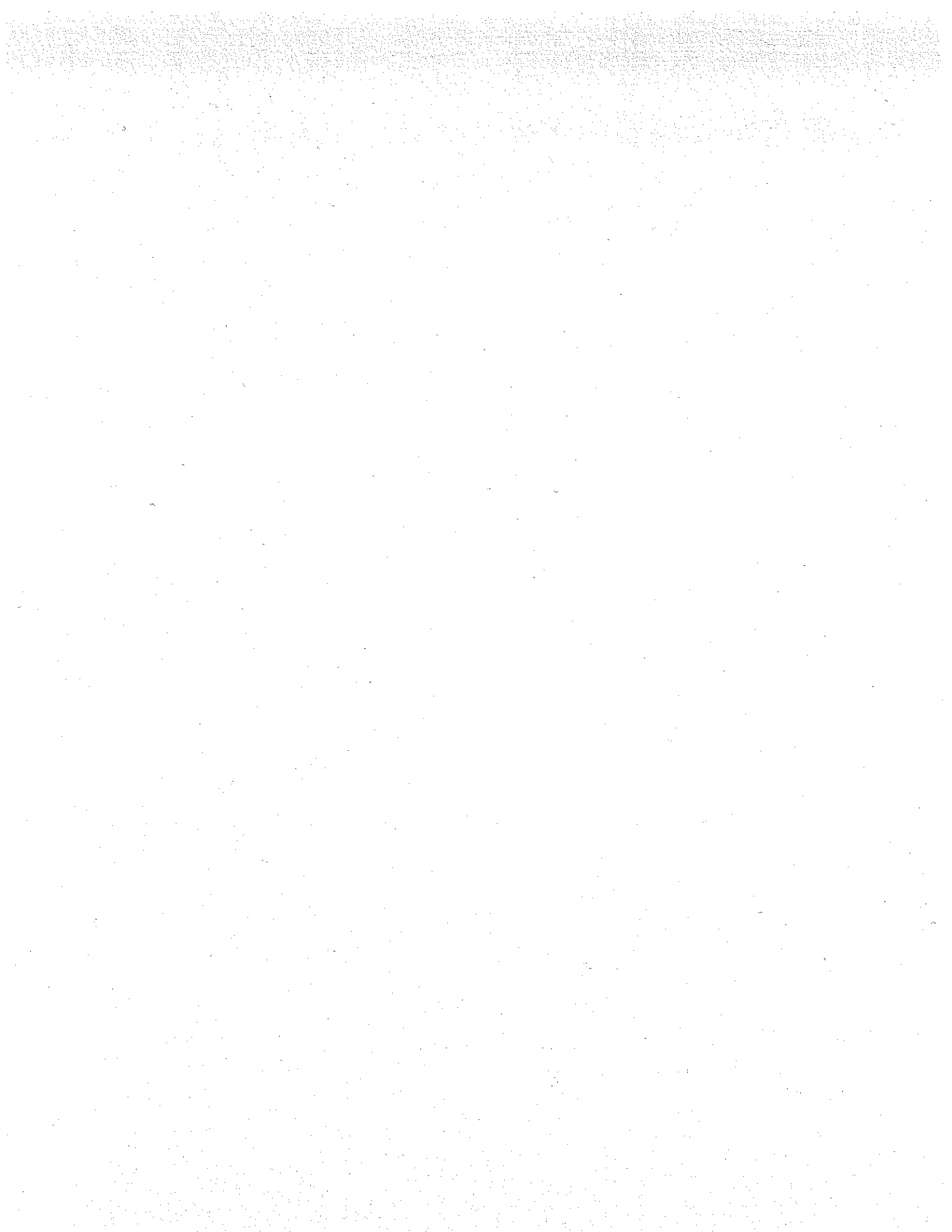
Evidence of the aforementioned include teacher lesson plans and formal and informal observations. Teachers are using more formative data analysis to drive instructional practices. Academic proficiency exams at all schools are being used to analyze student learning. Subsequent professional development will continue to be offered as support.

All of the SPDC plans offer opportunities for job-embedded collaborative professional development. Every building plan has its own building-level goals and objectives. Also all schools meet on a weekly basis in professional learning community meetings. The documentation is available through each SPDC chair and building administrator and includes agenda items and attendance.

The evaluation data is gathered on the online portal. Each SPDC chair has the ability to create their own evaluation survey specific to their professional



development and/or building needs. A variety of additional assessment tools are available on our Avatar learning portal.



School Level Professional Development Planning Template

SECTION 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 district remains committed to building-based, job-embedded professional development throughout the school year to meet the identified needs of our students and staff. Training will be designed to be in-depth and with follow up, to provide teachers with tools to utilize in their classrooms which will enhance student learning.

In order for students to achieve, they need to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly acquired knowledge, students will then be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth. Needs assessments have identified several areas to be addressed through professional development. These areas include providing more time for teachers to evaluate student progress, workshops on how to modify curriculum to meet the needs of students, differentiated instruction, alternative assessments, use of technology in the instructional and evaluative process, behavior management techniques, development of reading, writing and math skills, cooperative learning, and character education.

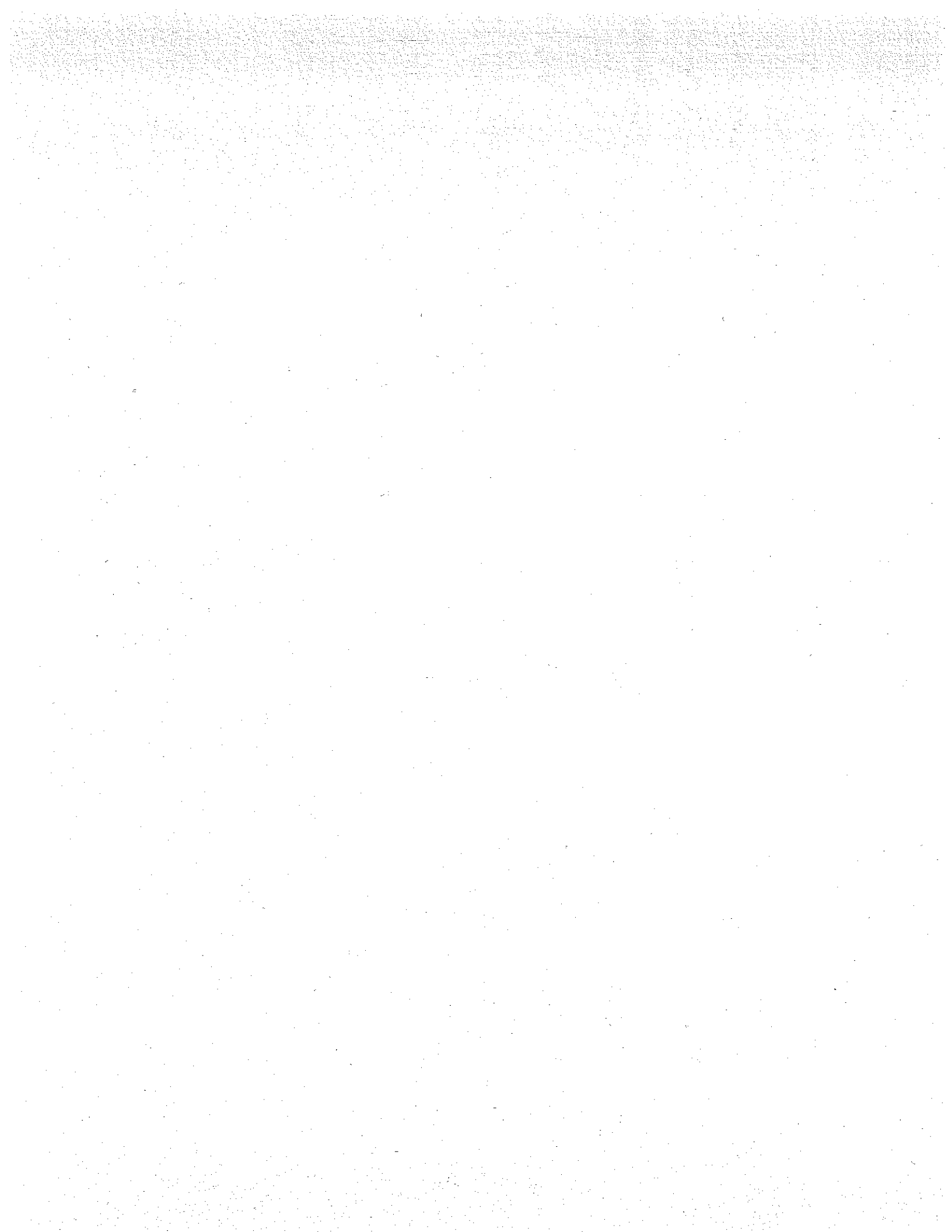
Our professional development goals are based on the identified needs of the students in each building. It is expected that these needs will evolve as we conduct on-going formative and summative assessments. Currently identified goals include showing an increase in mathematics and language arts literacy competencies, narrowing the achievement gap, creating behavior plans, and implementing a variety of evidence-based instructional strategies in the classroom.

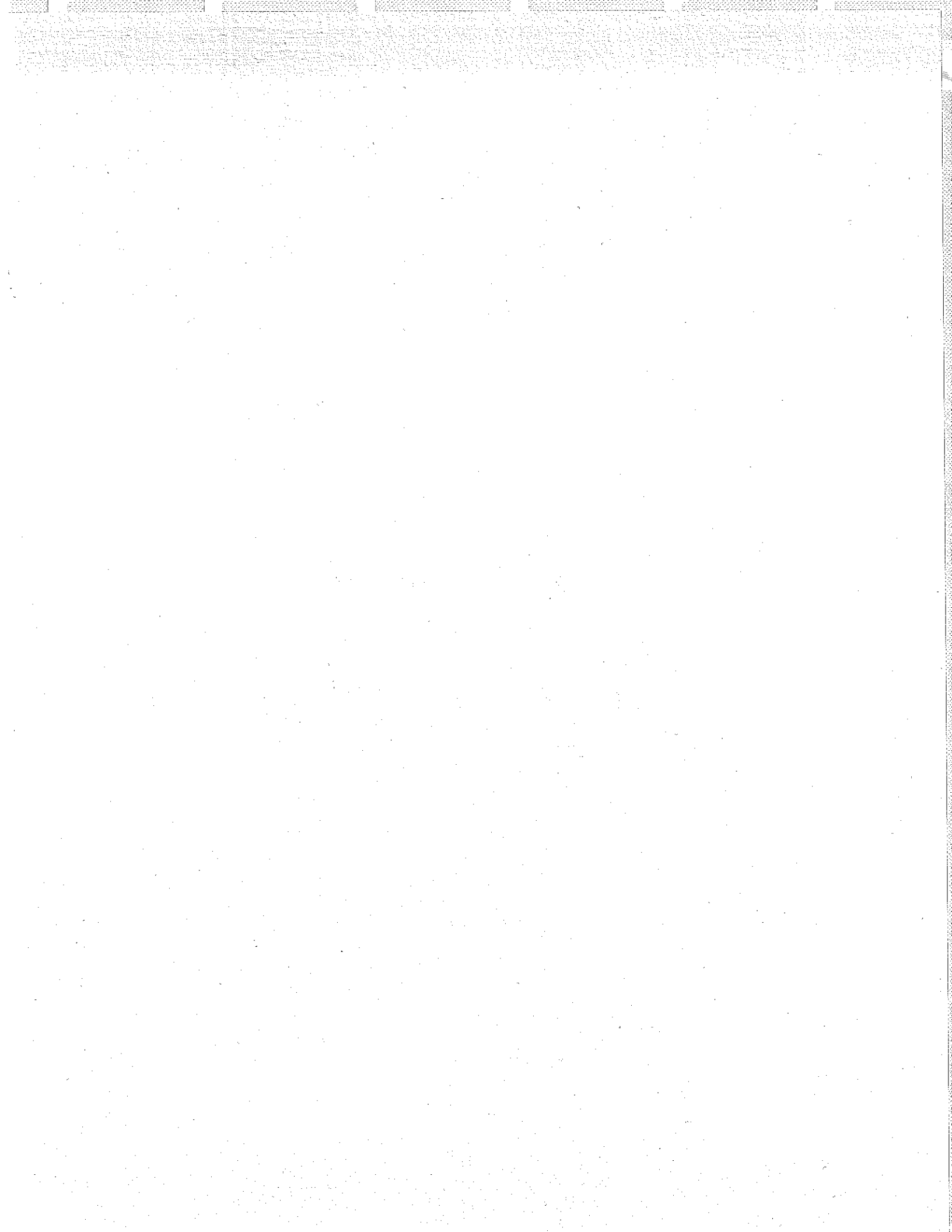


The district will continue to provide three in-service days for all staff. Additional courses are offered on a variety of topics through the learning portal. Staff is encouraged to make use of professional days as well when approved by the Board of Education. Teachers may also continue their education through colleges, universities, and online programs. In addition, opportunities for professional development are offered at faculty and department meetings.

The district staff development coordinator plans, implements and monitors professional development in the district and provides support for teachers as they pursue their professional learning goals. School Professional Development Committees meet to discuss school and district goals, and the Local Professional Development Committee meets each month to provide support and assistance to the building chairs and all staff.

Evaluations will be conducted to determine whether short and long term goals have been met. The LPDC will use surveys, staff feedback, discussion groups and data analysis to determine the effectiveness of the professional development plan. The recommendations will be used to develop goals and objectives for future professional development plans.







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TEMPLATE FOR
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2010 -2012

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SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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A. Reflection

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1. What were the positive aspects of previous professional development opportunities in your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

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District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

The commonalities of student achievement/learning priorities as defined by the ten schools in the Township of Union include:

- Students will perform at or above grade level on standardized tests, as well as academic proficiency tests, and will demonstrate mastery of the state curriculum standards for student success.
- Students are required to read six (6) chapter books at each grade level. Additionally, students will practice writing through a common template known as the "Monster Outline." This is being done to increase test scores in Language Arts.
- Students will be able to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly-acquired knowledge, students will then be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth.
- The intended goals for the Professional Learning Communities (PLCs) are to create and implement a process for responding when students experience difficulty in learning.

The Local Professional Development Committee, along with the support of the administration and the Board of Education, is committed to encourage building-based, job-embedded collaborative workshops and offer more

afterschool opportunities based on the needs of the school based professional development committees. The staff development coordinator assists with any individual building concerns and issues on an as-needed basis. The LPDC meets with the SPDC chairs on a quarterly basis to share ideas and concerns on student achievement, including proficiency and standardized test performance. Where learning priorities are similar, we encourage collaboration amongst schools.

The committee sought input from the directors of elementary and secondary curricula to understand the district priorities for professional development. For example, differentiation of instruction via tiered lesson planning was a district focus. In preparation for such, workshops were offered on such topics as "Differentiation," "Data Analysis," "Monster Outline Formation," "Co-Teaching Models," "Six Plus One Writing," and "Understanding by Design.

Each of the individual schools created and conducted their own building needs assessments. Priorities were based not only on the answers received but on the feedback given via the online portal evaluation for each staff development session, as well as feedback from professional learning community meetings. The SPDC committee also created their adult learning priorities based on the student data received from local and state test results.

The data that was used to assess adult learning based on student needs were those derived from the evaluation portion of the online portal. The identified needs included strategies for improving students' reading and writing skills, behavior management strategies, accommodating special needs children in the regular education classroom, creating learning centers, using 21st century skills, such as technology and using data analysis to improve instruction. Teachers in some buildings were given common preparation time to evaluate student performance and progress and to develop strategies that are successful in getting students to learn.

Needs based on data. The District in Needs of Improvement Action Plan has driven much of professional development. Other staff development needs were based on feedback from formal and informal staff needs assessments, professional development surveys,

grade level meeting documentation, articulation meetings, staff meetings, Professional Learning Committee meetings, department meetings documentation, and site-based meetings. Scores on standardized tests, quarterly assessments developed by teachers, proficiency exams, report cards, progress reports, formal and informal observations, tests, quizzes, discussions and data supplied by licensed computer programs purchased by the district were also used to develop the following.

- Need for more training to use learning activities linked to technology.
- Need for more technology equipment in the school and individual classrooms.
- Behavior modification strategies for classrooms.
- Strategies to effectively implement collaborative teaching.
- Strategies for accommodating the inclusion of special needs children in the regular education classroom.
- More strategies for assisting students to improve their reading and writing skills.
- Allow all staff to participate in vertical articulation meetings.
- Strategies for developing learning centers.
- More strategies on using data analysis to improve student learning.
-

The district goals identified by the needs assessment include

- an increase in language arts literacy.
- utilizing technology to its capacity within the curriculum.
- use data to create individual learning plans for struggling students or decrease the number of students referred for special education services.
- Continue using professional learning communities to design lessons to increase student engagement and student achievement.

How the school committee is using school based performance and other data to drive professional development in the school.

- Through the use of licensed computer programs, the staffs at the elementary schools have been trained in how to analyze

student data in order to identify student strengths and weaknesses, as well as best practices for program implementation.

- Individual buildings have scheduled workshops that are relevant to meeting the needs of their students.
- Job embedded collaborative workshops on various differentiated strategies will be offered throughout the 2010-2011 school year.
- Professional Learning Committees submit "Team meeting feedback sheets" twice a month. Information is used to determine PD activities.
- Schools will request the LPDC offer after school courses based on their needs. (example tiered lesson plans)

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
 - 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 the district professional development goals align with the district priorities goals and the systemic goals of the district.

The identified student learning goals of the Township of Union School district for the 2011-2012 school year include

- Improved skills in the areas of reading, language arts, writing and mathematics.
- Increasing state standardized test scores.
- Motivating reluctant learners.
- Addressing the needs of a diverse student population with various multicultural issues.
- Supporting inclusion and mainstreaming of special needs students by improving pedagogy in the co-teaching classroom.
- Addressing the various learning styles and strategies through differentiated instruction.
- Addressing bullying, harassment and intimidated through conflict resolution and character education programs.
- Utilizing technology, whenever possible, in the classroom.

The identified professional development goals for the Township of Union school district for the 2011-2012 school year include:

- Increasing educators' competency in using technology in their daily lessons.
- Using behavior modification programs to improve classroom management.
- Use of differentiated lessons and learning plans.
- Enabling educators to select, construct and implement formative and summative assessment strategies for monitoring student learning.
- Influencing classroom practice through use of professional learning communities.

These goals will be measured in a variety of ways including but not limited to

- Teacher plan book documentation
- Teacher formal and informal observations
- Measuring student discipline referrals, detentions and suspensions.
- Use of standardized test scores, academic proficiency exams, teacher-made formative and summative assessments.
- Responses to online portal survey questions.
- Anecdotal evidence.

The district has identified academic growth, particularly an improvement on standardized testing and a closing of the achievement gap in all areas, as its goal. The professional development goals are aligned to coordinate with this effort. Student outcomes are improved when all members of the learning community are provided with staff development that is relevant and collaborative.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities 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 district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? 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 core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

Professional development in the Township of Union School district is offered in a variety of differentiated formats to suit our own professionals' learning needs, styles and profiles as well as to exemplify best practices in teaching both students and adults. We currently offer afterschool workshops on many subjects, ranging from technology to research-based strategies. Due to the concern of implementing differentiated instruction and tiered lesson planning, we have offered numerous opportunities to hone and develop these skills for teachers in the district. At the elementary schools, there are professional learning community meetings based on the needs assessments of the district. We also have a strong partnership with our online portal company, Avatar. The district has also contracted with outside consultants and experts to assist in the transition of inclusion team-teaching classrooms to assisting teachers with implementing differentiated instruction practices.

The core curriculum content standards and the academic proficiencies which the district will be focusing on deal with improving literacy skills across the curriculum. The students must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This literacy encompasses visual literacy, media literacy, textual literacy, numerical literacy, technology literacy, and network literacy. This is an important issue in our professional development quest, as we must help our district educators reexamine their own assignments and traditional teaching strategies. Because our world is

changing so rapidly, no traditional curriculum and methodology can sufficiently supply students with fact-based learning needed for the challenges they will face. Through carefully designed staff development, we can enable educators to gain concrete examples of how literacy can be integrated into core subjects, while making the teaching and learning of core subjects more relevant to the demands of the 21st century. By utilizing more team based learning, we are hoping to help our schools and teachers reflect and evaluate where they are on the road to being a 21st century learning environment.

Future district initiatives targeted for intensive learning will be identified through needs assessments, test scores and state mandates.

The Local Professional Development Committee, in conjunction with the chairs of the school based professional learning committees, maintains an open dialogue with the directors of curriculum for both elementary and secondary education, as well as with each other in the form of quarterly forum meetings where we get together and discuss what is going on in and around the district and in the schools. This is a great round-table opportunity to find out individual needs and discuss commonalities that various schools can achieve together. For example, at times the schools coordinate and invite each other to partake in the other's school professional development projects when their goals are closely aligned with one another. Cooperation is a key element that we stress amongst each other. There is also an open line of communication which has been created by the district staff development coordinator amongst all the educators in the district. There is also a hope to create a professional development community with which we can discuss things with the chairs of each building committee, and amongst teachers in each individual school building.

The Local Professional Development Committee is highly cognizant of the differing demographics of the district and supports the individualized goals of each of its schools. The diversity of these programs is coordinated with the individual building needs.

A significant challenge that we are currently facing in our district is selecting the staff development approach that aligns most clearly with the assumptions and beliefs of our staff members and produces the results desired for students. When everyone is on board, a change in behavior accelerates; however, when these beliefs aligned with a staff development program contradict the long-held beliefs of our participants, this change is difficult. According to research, no single ingredient has greater impact on student achievement than the quality of the teacher in the classroom

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.

District-dedicated professional development is offered three times during the year as full-day collaborative Professional Development workshops, running from 8 am until 1 pm, as well as after school programs, which run from 3:30 pm until 5:30 pm over two days. During faculty and department meetings, various PD programs are offered as well. Course offerings at various local universities, colleges and educational organizations are routinely offered, and staff members are encouraged to participate in order to support their adult learning. Tuition reimbursement has been allotted by the district for continuing education. Mentoring is also offered, which allows the collaboration of veteran teachers and new teachers. the observation of teaching practices of other faculty members.

Some staff members will collaborate during common prep periods (grade level meetings) to discuss relevant issues pertaining to the grade level. Weekly PLC meetings will be held to support each other in improving areas of student weakness, as well as to share strategies and ideas that have led to student improvement. Co-teaching support model lessons are used during the school day to demonstrate a variety of instructional strategies. AAP teachers and in-class resource teachers work with general education teachers to provide instruction that is differentiated and meets the needs of all learners.

A district staff development coordinator plans, implements and monitors staff development in the district and provides invaluable support for teachers in their pursuit of professional learning goals. The Local Professional Development Committee is another resource that the district can rely on for quality professional development advice.

The district leadership encourages collaborative professional development to occur as job embedded discussions as much as possible considering the obstacles the district faces in terms of budgeting, scheduling and staffing.

(Haycock, 1998). We use Haycock's view of effective professional development where teachers are engaged in discussions about what they are teaching, how they are teaching, and about the results they are getting with students and how to improve them. We are also striving for these conversations to be able to occur during the school day for teachers to meet and examine student work, evaluate it against standards, and determine strategies for getting better results.

It is crucial for educators to proactively communicate with each other to achieve better results in their individual classrooms. The district provides afterschool workshops to help our educators communicate better with each other, share information and create classroom environments that are more conducive to learning.

The district plan will be distributed to all the stakeholders in the district at the beginning of the school year. It will be distributed and discussed at PLC and faculty meetings. It will also be posted on the district website.

The LPDC realizes that with the increasing expectations for students, manifested through our own state standardized tests, academic proficiencies and 21st Century Learning Initiatives, it shows the importance of the effect that adult learning has on our students' eventual learning. There is an explicit correlation between teacher learning and student achievement results. Current research has also redefined our own notion of professional development, as we have moved toward building-based professional development. We know that professional development is not just about what the teachers want to know. While the district gives us 15 hours of professional development yearly, this may be insufficient because research has shown that professional development needs to be job-embedded throughout a teacher's work day in order to improve student learning, and we are currently working on existing measures to be able to incorporate this more effectively.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

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

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District 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 impact student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the District 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? For instance, the Local Professional Development Committee might consider the following questions:
 - How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?
 - How might you use school level program evaluation data to provide more input on the district professional development plan?
 - How might 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 educators in the Township of Union will develop a repertoire of effective and research-based teaching strategies created through collaborative efforts. These will include 21st Century skills dealing with technology and those other skills identified by each individual building professional development committee. This is an on-going process taking place district wide. The district will be able to measure the results of these initiatives through standardized testing results, surveys, academic proficiencies and formative and summative assessments and periodic feedback garnered on the online professional development portal.

Evidence of the aforementioned include teacher lesson plans and formal and informal observations. Teachers are using more formative data analysis to drive instructional practices. Academic proficiency exams at all schools are being used to analyze student learning. Subsequent professional development will continue to be offered as support.

All of the SPDC plans offer opportunities for job-embedded collaborative professional development. Every building plan has its own building-level goals and objectives. Also all schools meet on a weekly basis in professional learning community meetings. The documentation is available through each SPDC chair and building administrator and includes agenda items and attendance.

The evaluation data is gathered on the online portal. Each SPDC chair has the ability to create their own evaluation survey specific to their professional

development and/or building needs. A variety of additional assessment tools are available on our Avatar learning portal.

School Level Professional Development Planning Template

SECTION 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.

Because our district has been designated a district in need of improvement (DINI), much of our professional development revolves around state recommendations and our district DINI action plan.

Additionally, our district remains committed to building-based, job-embedded professional development throughout the school year to meet the identified needs of our students and staff. Training will be designed to be in-depth and with follow up, to provide teachers with tools to utilize in their classrooms which will enhance student learning.

In order for students to achieve, they need to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly acquired knowledge, students will then be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth. Needs assessments have identified several areas to be addressed through professional development. These areas include providing more time for teachers to evaluate student progress, workshops on how to modify curriculum to meet the needs of students, differentiated instruction, alternative assessments, use of technology in the instructional and evaluative process, behavior management techniques, development of reading, writing and math skills, cooperative learning, and character education.

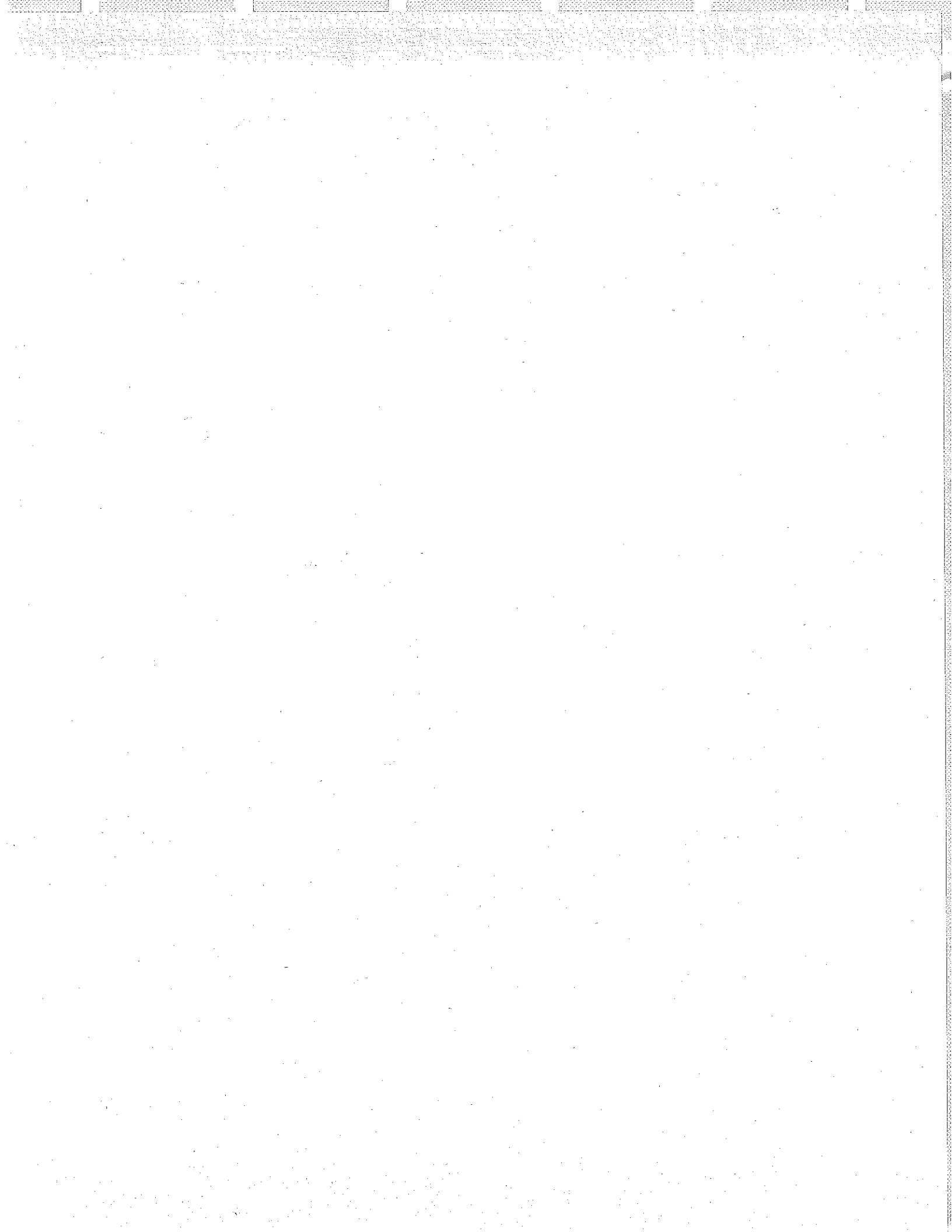
Our professional development goals are based on the identified needs of the students in each building. It is expected that these needs will evolve as we conduct on-going formative and summative assessments. Currently identified goals include showing an increase in mathematics

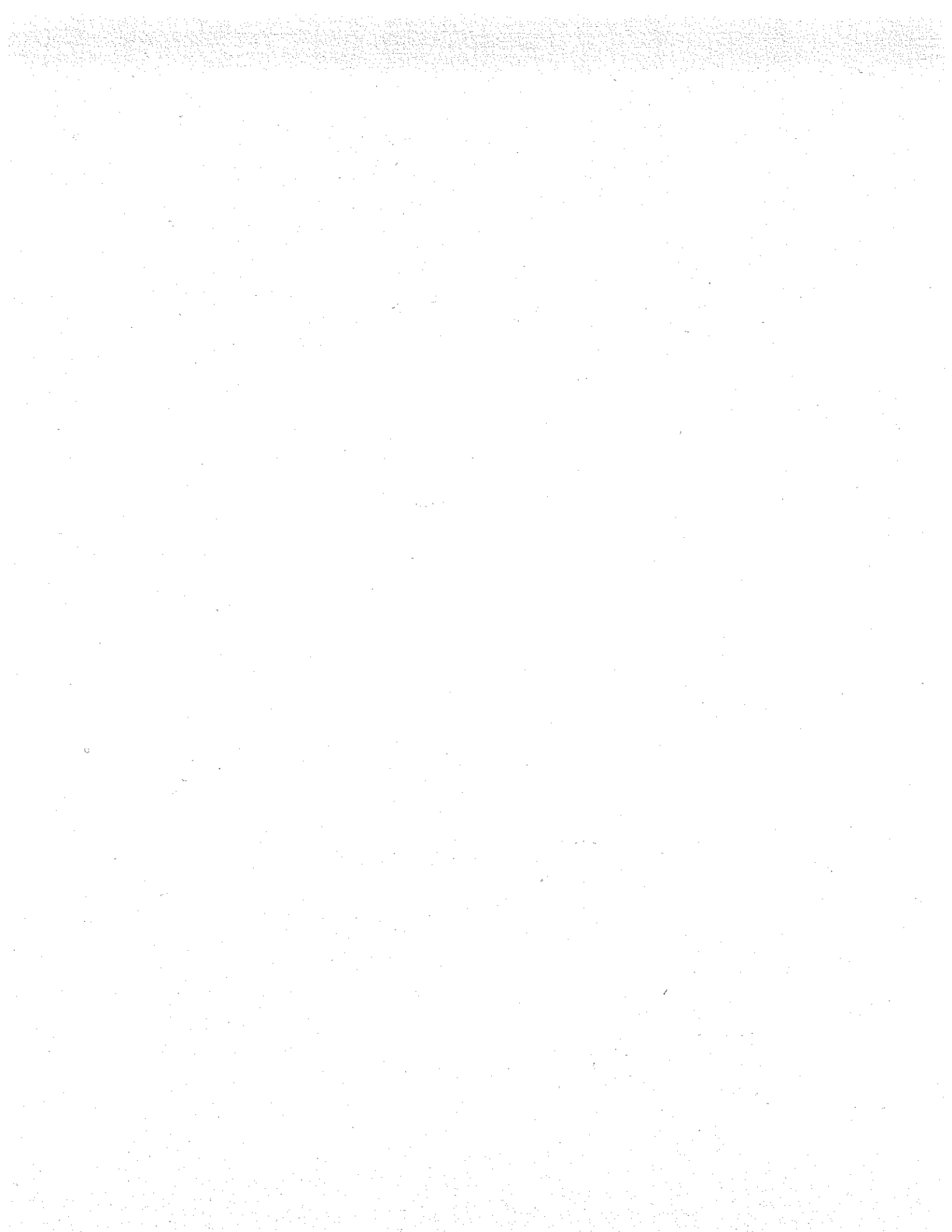
and language arts literacy competencies, narrowing the achievement gap, creating behavior plans, and implementing a variety of evidence-based instructional strategies in the classroom.

The district will continue to provide three in-service days for all staff. Additional courses are offered on a variety of topics through the learning portal. Staff is encouraged to make use of professional days as well when approved by the Board of Education. Teachers may also continue their education through colleges, universities, and online programs. In addition, opportunities for professional development are offered at faculty and department meetings.

The district staff development coordinator plans, implements and monitors professional development in the district and provides support for teachers as they pursue their professional learning goals. School Professional Development Committees meet to discuss school and district goals, and the Local Professional Development Committee meets each month to provide support and assistance to the building chairs and all staff.

Evaluations will be conducted to determine whether short and long term goals have been met. The LPDC will use surveys, staff feedback, discussion groups and data analysis to determine the effectiveness of the professional development plan. The recommendations will be used to develop goals and objectives for future professional development plans.





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TEMPLATE FOR
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
2010 -2011

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 DISTRICT 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 your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

The 2009-2010 professional development programs were scheduled three times during the school year, each day for five hours. The professional development programs supported professional staff as they refined their teaching skills and learned about new developments in the education field.

The local professional development committee (LPDC) meets each month during the school year to articulate and maintain the professional development plans of the district and schools. Input and guidance were provided by members of the school professional development committees. (SPDC)

The desire of the LPDC for 2009-2010 was to retain and replicate the positive professional development opportunities that stimulated the thinking of professional staff and thus, ensure student learning and achievement.

The LPDC recognized the need to continually strive to provide the best quality of instruction for every student in the Township of Union School District. In an effort to meet and deliver effective instruction to every student, the LPDC and the SPDCs worked diligently to support topics that were relevant to student learning and achievement.

Staff development workshops were building-based. However, not all building staff members were able to attend. Several staff members had to attend department staff workshops at short notice. This was due to the lack of effective communication between the professional development committees and central office advisors. This was a challenge that required the attention of all invested committees and individuals involved.

Topics for the workshops were in response to the district and building as identified in the building needs assessments. All staff members who attended the professional development workshops provided feedback via the online portal (PLP). The information was examined and discussed by the committees. The SPDC used the information to plan future professional development activities.

The LPDC supported the SPDCs in an effort to bring about improvement in student performance as a result of the increase in teacher knowledge and competence. The programs provided opportunities for professional staff to develop desirable changes in the delivery of instruction and implement practices for the 21st Century learner.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions:

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

The commonalities of student achievement/learning priorities as defined by the ten schools in the Township of Union include:

- The students will perform at or above grade level on standardized tests, as well as school-developed benchmarks, and academic mastery of the state standards for student success.
- The ability for each child to reach his/her social, physical, and academic potential while keeping in mind the diverse needs and culture of the school community.
- Students will be able to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly-acquired knowledge, students will then be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth.

The Local Professional Development Committee, along with the support of the administration and the Board of Education, is committed to encourage building-based, job-embedded collaborative workshops and offer more afterschool opportunities based on the needs of the school based professional development committees. The staff development coordinator assists with any individual building concerns and issues on an as-needed basis. The LPDC meets with the SPDC chairs on a quarterly basis to share ideas and concerns on student achievement, including benchmark and

standardized test performance. Where learning priorities are similar, we encourage collaboration amongst schools.

The district staff development coordinator, in conjunction with the LPDC, conducted numerous workshops on developing needs assessments with all stakeholders involved. The LPDC also sponsored a workshop from NJEA on utilizing data analysis to optimize student learning.

The committee sought input from the directors of elementary and secondary curricula to understand the district priorities for professional development. For example, in the secondary schools, differentiation of instruction via tiered lesson planning was a district focus. In preparation for such, the LPDC created afterschool workshops on such topics as "Tiering with Ease," "Grading and Assessing in Differentiation," "Understanding Differentiated Learning," and "Creating Your Own Informal Assessments." In the elementary schools and fifth grade campus, the emphasis was on the continued use of Pearson's Successmaker™ and Waterford™ computer programs in supplementary instruction and data analysis, so professional development was given on these programs by Pearson.

Each of the individual schools created and conducted their own building needs assessments. Priorities were based not only on the answers received but on the feedback given via the online portal evaluation for each staff development session, as well as feedback from professional learning community meetings. The SPDC committee also created their adult learning priorities based on the student data received from local and state test results.

The data that was used to assess adult learning based on student needs were those derived from the evaluation portion of the online portal. The identified needs included strategies for improving students' reading and writing skills, behavior management strategies, accommodating special needs children in the regular education classroom, creating learning centers, using 21st century skills, such as technology and using data analysis to improve instruction. It was also decided that the teachers needed more common preparation time to evaluate student performance and progress and to develop strategies that are successful in getting students to learn.

1. Needs based on data. The following needs were based on feedback from formal and informal staff needs assessments, professional development surveys, grade level meeting documentation, articulation meetings, staff meetings, Professional Learning Committee meetings, department meetings documentation, and site-based meetings. Scores on standardized tests, quarterly assessments developed by teachers, report cards, progress reports, formal and informal observations, tests, quizzes, discussions and data supplied by the Pearson program were also used to develop the following:

- Need for more training to use learning activities linked to technology.
- Need for more technology equipment in the school and individual classrooms.
- Behavior modification strategies for classrooms.
- Strategies to effectively implement collaborative teaching.
- Strategies for accommodating the inclusion of special needs children in the regular education classroom.
- More strategies for assisting students to improve their reading and writing skills.
- Develop time for teachers to talk frequently to each other in their curriculum areas and grade levels in order to evaluate student progress and develop strategies that are successful in getting students to learn.
- Developing learning centers.
- More strategies on how to use data analysis to improve student learning.

2. How the school committee is using school based performance and other data to drive professional development in the school.

- Through the use of Pearson's (Success Maker) programs, the staffs at the elementary schools have been trained in how to analyze student data in order to identify student strengths and weaknesses, as well as best practices for program implementation.

- Individual buildings have scheduled workshops that are relevant to meeting the needs of their students.
- Job embedded collaborative workshops on various differentiated strategies will be offered throughout the 2010-2011 school year.
- Professional Learning Committees submit "Team meeting feedback sheets" twice a month. Information is used to determine PD activities.
- Schools will request the LPDC offer after school courses based on their needs. (example tiered lesson plans)

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
 - 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 the district professional development goals align with the district priorities goals and the systemic goals of the district.

The identified student learning goals of the Township of Union School district for the 2010-2011 school year include

- Improved skills in the areas of reading, language arts, writing and mathematics.
- Increasing state standardized test scores.
- Motivating reluctant learners.
- Addressing the needs of a diverse student population with various multicultural issues.
- Supporting inclusion and mainstreaming of special needs students.
- Addressing the various learning styles and strategies through differentiated instruction.
- Promoting conflict resolution and character education.
- Utilizing technology, whenever possible, in the classroom.

The identified professional development goals for the Township of Union school district for the 2010-2011 school year include

- Increasing educators' competency in using technology in their daily lessons.
- Using behavior modification programs to improve classroom management.
- Use of differentiated lessons and learning plans.
- Enabling educators to select, construct and implement assessment strategies for monitoring student learning.
- Influencing classroom practice through use of professional learning communities.

These goals will be measured in a variety of ways including but not limited to

- Teacher plan book documentation
- Teacher formal and informal observations
- A decrease in student discipline referrals, detentions and suspensions.
- Use of standardized test scores, teacher-made formative and summative assessments.
- Responses to online portal survey questions.
- Anecdotal evidence.

The district has identified academic growth, particularly an improvement on standardized testing and a closing of the achievement gap in all areas, as its goal. The professional development goals are aligned to coordinate with this effort. Student outcomes are improved when all members of the learning community are provided with staff development that is relevant and collaborative.

District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities 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 district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? 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 core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

Professional development in the Township of Union School district is offered in a variety of differentiated formats to suit our own professionals' learning needs, styles and profiles as well as to exemplify best practices in teaching both students and adults. We currently offer afterschool workshops on many subjects, ranging from technology to research-based strategies. Due to the concern of implementing differentiated instruction and tiered lesson planning, we have offered numerous opportunities to hone and develop these skills for teachers in the district. At the elementary schools, there are monthly professional learning community meetings based on the needs assessments of the district. We also have a strong partnership with our online portal company, Avatar, and are currently working on creating online courses for our educators to work at their own pace in improving their classroom instructional practices. The district has also contracted with outside consultants and experts to assist in the transition of inclusion team-teaching classrooms to assisting teachers with implementing differentiated instruction practices. We are also hoping to be able to afford a summer institute training in teaching reading strategies.

The core curriculum content standards which the district will be focusing on deal with improving literacy skills across the curriculum. The students must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This literacy encompasses visual literacy, media literacy, textual literacy, numerical literacy, technology literacy, and network literacy. This is an important issue



in our professional development quest, as we must help our district educators reexamine their own assignments and traditional teaching strategies. Because our world is changing so rapidly, no traditional curriculum and methodology can sufficiently supply students with fact-based learning needed for the challenges they will face. Through carefully designed staff development, we can enable educators to gain concrete examples of how literacy can be integrated into core subjects, while making the teaching and learning of core subjects more relevant to the demands of the 21st century. By utilizing more team based learning, we are hoping to help our schools and teachers reflect and evaluate where they are on the road to being a 21st century learning environment.

Future district initiatives targeted for intensive learning will be identified through needs assessments, test scores and state mandates.

The Local Professional Development committee, in conjunction with the chairs of the school based professional learning committees, maintains an open dialogue with the directors of curriculum for both elementary and secondary education, as well as with each other in the form of quarterly forum meetings where we get together and discuss what is going on in and around the district and in the schools. This is a great round-table opportunity to find out individual needs and discuss commonalities that various schools can achieve together. For example, many times the schools coordinate and invite each other to partake in the other's school professional development projects when their goals are closely aligned with one another. Cooperation is a key element that we stress amongst each other. There is also an open line of communication which has been created by the district staff development coordinator amongst all the educators in the district. There is also a hope to create a professional development community with which we can discuss things with the chairs of each building committee, and amongst teachers in each individual school building.

The Local Professional Development Committee is highly cognizant of the differing demographics of the district and supports the individualized goals of each of its schools. For example, Franklin Elementary School has a transient population due to economics which needs to be addressed. Each school utilizes varied "pull out" programs to assist students in need. The district also utilizes assistive Successmaker and Waterford computer programs in order to build on individual competencies as well. The diversity of these programs is coordinated with the individual building needs.

A significant challenge that we are currently facing in our district is selecting the staff development approach that aligns most clearly with the

assumptions and beliefs of our staff members and produces the results desired for students. When everyone is on board, a change in behavior accelerates; however, when these beliefs aligned with a staff development program contradict the long-held beliefs of our participants, this change is difficult. According to research, no single ingredient has greater impact on student achievement than the quality of the teacher in the classroom (Haycock, 1998). However, we are aware that not all of our teachers are adequately prepared to meet the diverse needs of 21st Century students. In our quest for closing these professional learning gaps, we have given much attention to finding strategies to assist less successful teachers to improve. We are well aware that quality professional development employs these strategies, improves teaching, and closes achievement gaps. In our efforts, we have tried to employ our own teachers in delivering quality professional development in order to learn from each other when we can. We have created our own in-house professional development, whenever possible, on topics ranging from new strategies to avoiding teacher burnout. We use Haycock's view of effective professional development where teachers are engaged in discussions about what they are teaching, how they are teaching, and about the results they are getting with students and how to improve them. We are also striving for these conversations to be able to occur during the school day for teachers to meet and examine student work, evaluate it against standards, and determine strategies for getting better results.

It is crucial for educators to proactively communicate with each other to achieve better results in their individual classrooms. The LPDC provides afterschool workshops to help our educators communicate better with each other, share information and create classroom environments that are more conducive to learning. Our Local Professional Development Committee is comprised of four very supportive administrators: two elementary principals and vice principals from both the high school and one of the middle schools. This is important in that our committee administrators are able to effectively communicate with the other administrators in the district about the professional development initiatives and structures that are working in each of the school buildings. In this way, the lines of communication are open and ever flowing. We also invite the superintendent, directors of curriculum and various board members to our monthly meetings in order that they, too, can be aware of how staff development is important in achieving the desired district initiatives. In the same way, our monthly Teaching and Learning Bulletin is distributed to all our schools and board members. It lists the in-house courses we offer, as well as outside opportunities, and also offers varied insight into current research in education. For example, because of the teachers' concerns

about NJQSAC, we published a special issue of our bulletin to inform them of what the state would be looking for in terms of evaluation. In addition to the above mentioned items, we conduct quarterly meetings of the SPDC chairs in a professional development forum where we share concerns in a collaborative effort. By using effective team building structures in our own meetings and staff development initiatives, we hope we can exemplify this practice for use in the classroom.

The district plan will be disseminated to all the stakeholders in the district at the beginning of the school year. In discussions with the staff development coordinator and individual SPDC chairs, it was decided that they distribute and discuss the individual plans as well as the district plan in either a faculty meeting and/or round table discussion. Even though our plan does not have to be approved by our board before it gets sent to the county, we are striving to make sure that the plan be given to the board so that they are cognizant of all it entails and to try to make sure that the desires of each building might be met or alternatives be proposed before we send out our finalized plan.

The LPDC realizes that with the increasing expectations for students, manifested through our own state standardized tests and 21st Century Learning Initiatives, it shows the importance of the effect that adult learning has on our students' eventual learning. There is an explicit correlation between teacher learning and student achievement results. Current research has also redefined our own notion of professional development, as we have moved toward building- based professional development. We know that professional development is not just about what the teachers want to know. We also realize that our teachers have insufficient time and skills to be able to develop new teaching strategies based solely on what they have learned from conference sessions or other sources. The research has shown that professional development needs to be job- embedded throughout a teacher's work day in order to improve student learning, and we are currently working on measures to be able to incorporate this effectively.



District Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

Provide your responses to the following questions:

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and districtwide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?
2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.
3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?

District-dedicated professional development is offered three times during the year as full-day job-embedded collaborative Professional Development workshops, running from 8 am until 1 pm, as well as after school programs, which run from 3:30 pm until 5:30 pm over two days, and summer institutes, which run four days from 8 am until 12 pm. During faculty and department meetings, various PD programs are offered as well. Course offerings at various local universities, colleges and educational organizations are routinely offered, and staff members are encouraged to participate in order to support their adult learning. Tuition reimbursement is allotted by the district for continuing education. Mentoring is also offered, which enables the observation of teaching practices of other faculty members.

Staff members will collaborate during common prep periods (grade level meetings) to discuss relevant issues pertaining to the grade level. Monthly PLC meetings will be held once a month, after school, for grade levels from other schools across the district to support each other in improving areas of student weakness, as well as share strategies and ideas that have led to student improvement. Writing coaches, reading coaches, and co-teaching support model lessons are used during the school day to demonstrate a variety of instructional strategies. AAP teachers and in-class resource teachers work with general education teachers to provide instruction that is differentiated and meets the needs of all learners.

A district staff development coordinator plans, implements and monitors staff development in the district and provides invaluable support for teachers in their pursuit of professional learning goals. The Local Professional Development

Committee is another resource that the district can rely on for quality professional development advice.

The district leadership encourages collaborative professional development to occur as job embedded discussions as much as possible considering the obstacles the district faces in terms of budgeting, scheduling and staffing.

School Level Professional Development Planning Template

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

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

Provide your responses to the following questions:

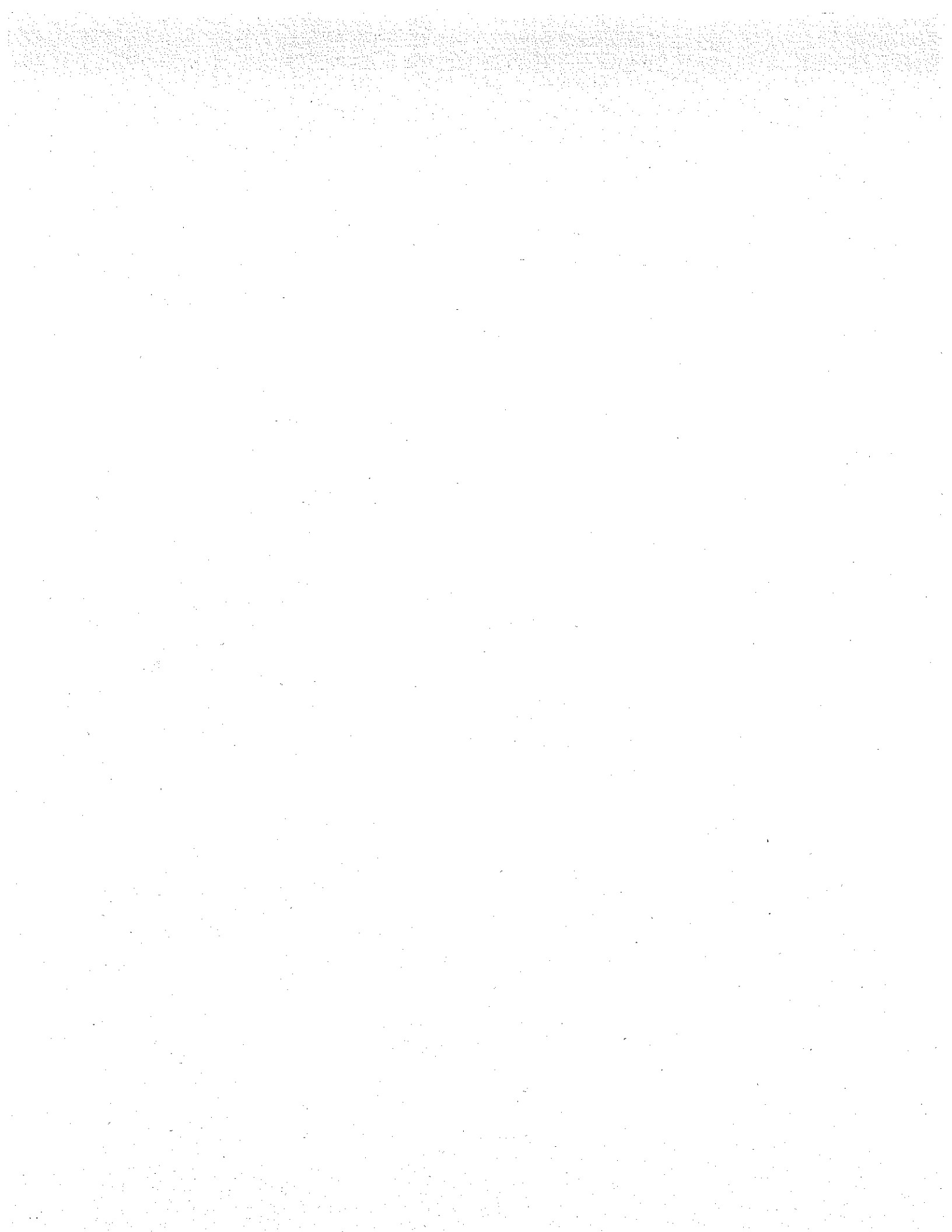
1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
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 educators in the Township of Union will develop a repertoire of effective and research-based teaching strategies created through collaborative efforts. These will include 21st Century skills dealing with technology and those other skills identified by each individual building professional development committee. This is an on-going process taking place district wide. The district will be able to measure the results of these initiatives through standardized testing results, surveys, benchmark and other local informal and formal assessments and periodic feedback garnered on the online professional development portal.

Evidence of the aforementioned include teacher lesson plans and formal and informal observations. Teachers are using more formative data analysis to drive instructional practices. Benchmarks at the elementary and middle schools are being used to analyze student learning. Subsequent professional development will continue to be offered as support.

All of the SPDC plans offer opportunities for job-embedded collaborative professional development. Every building plan has its own building-level goals and objectives. Also, the elementary schools meet on a monthly basis for grade level professional learning community meetings. The documentation is available through each SPDC chair and building administrator and includes agenda items and attendance.

The evaluation data is gathered on the online portal. Each SPDC chair has the ability to create their own evaluation survey specific to their professional



School Level Professional Development Planning Template

SECTION 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:

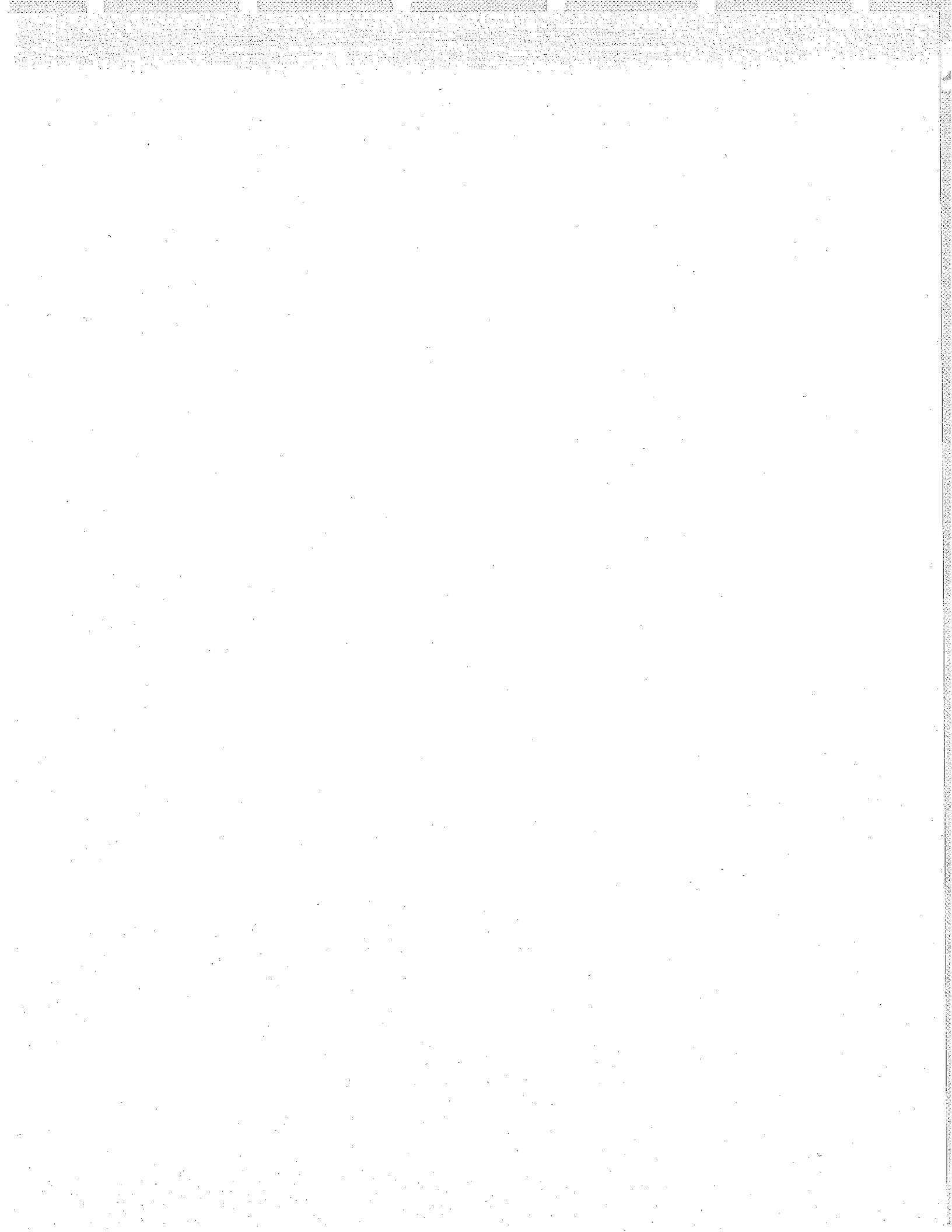
1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development 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 district remains committed to building-based, job-embedded professional development throughout the school year to meet the identified needs of our students and staff. Training will be designed to be in-depth and with follow up, to provide teachers with tools to utilize in their classrooms which will enhance student learning.

In order for students to achieve, they need to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly acquired knowledge, students will then be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth. Needs assessments have identified several areas to be addressed through professional development. These areas include providing more time for teachers to evaluate student progress, workshops on how to modify curriculum to meet the needs of students, differentiated instruction, alternative assessments, use of technology in the instructional and evaluative process, behavior management techniques, development of reading, writing and math skills, cooperative learning, and character education.

Our professional development goals are based on the identified needs of the students in each building. It is expected that these needs will evolve as we conduct on-going formative and summative assessments. Currently identified goals include showing an increase in mathematics and language arts literacy competencies, narrowing the achievement gap, creating behavior plans, and implementing a variety of evidence-based instructional strategies in the classroom.

development and/or building needs. A variety of additional assessment tools are available on our Avatar learning portal.





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.

Ideally, PD will be collaboratively job-embedded throughout the school year. We plan on continuing to offer more diversified PD workshops to address the feedback we have received regarding staff recommendations.

In order for students to achieve, they need to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly acquired knowledge, students will then be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth.

Based on one of the faculty polls conducted, staff members agree that the one of our goal s should be to develop time for teachers to talk frequently to each other to evaluate student progress and develop strategies that are successful in getting students to learn. Having accomplished this goal in the individual subject area, we plan to expand it so that teachers who teach different disciplines that share the same students can meet and discuss teaching strategies. Teachers agree that teaching strategies need to change and be updated in order for students to learn.

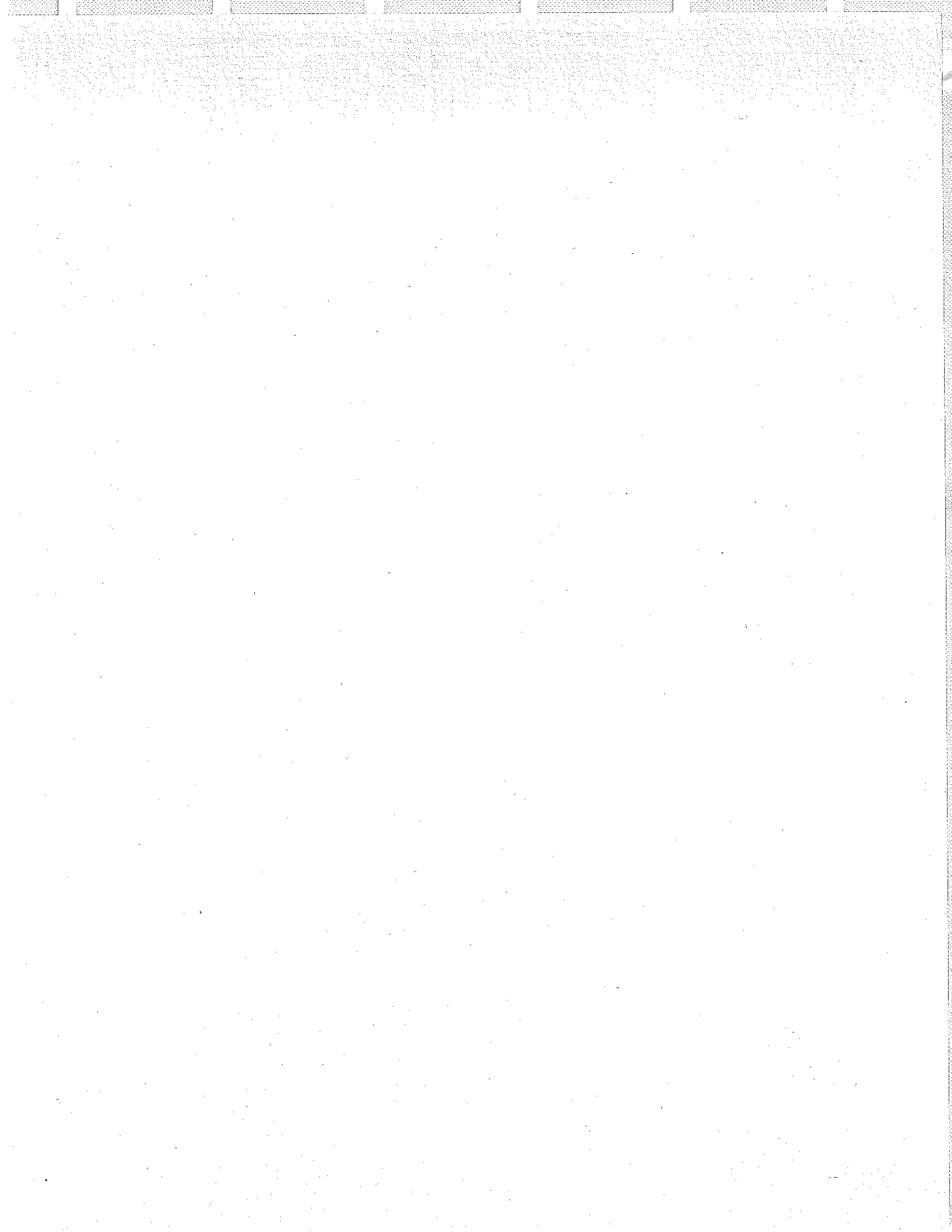
Job-embedded collaborative workshops on various differentiated strategies will be offered throughout the 2012-2013 school year. The goals can be measured by follow-up responses on the online PLP portal to include anecdotal evidence of success using these new strategies. Ultimately, results will be seen for teachers' formative and summative evaluations, as well as district benchmarks, and state, federal and college-bound assessments.

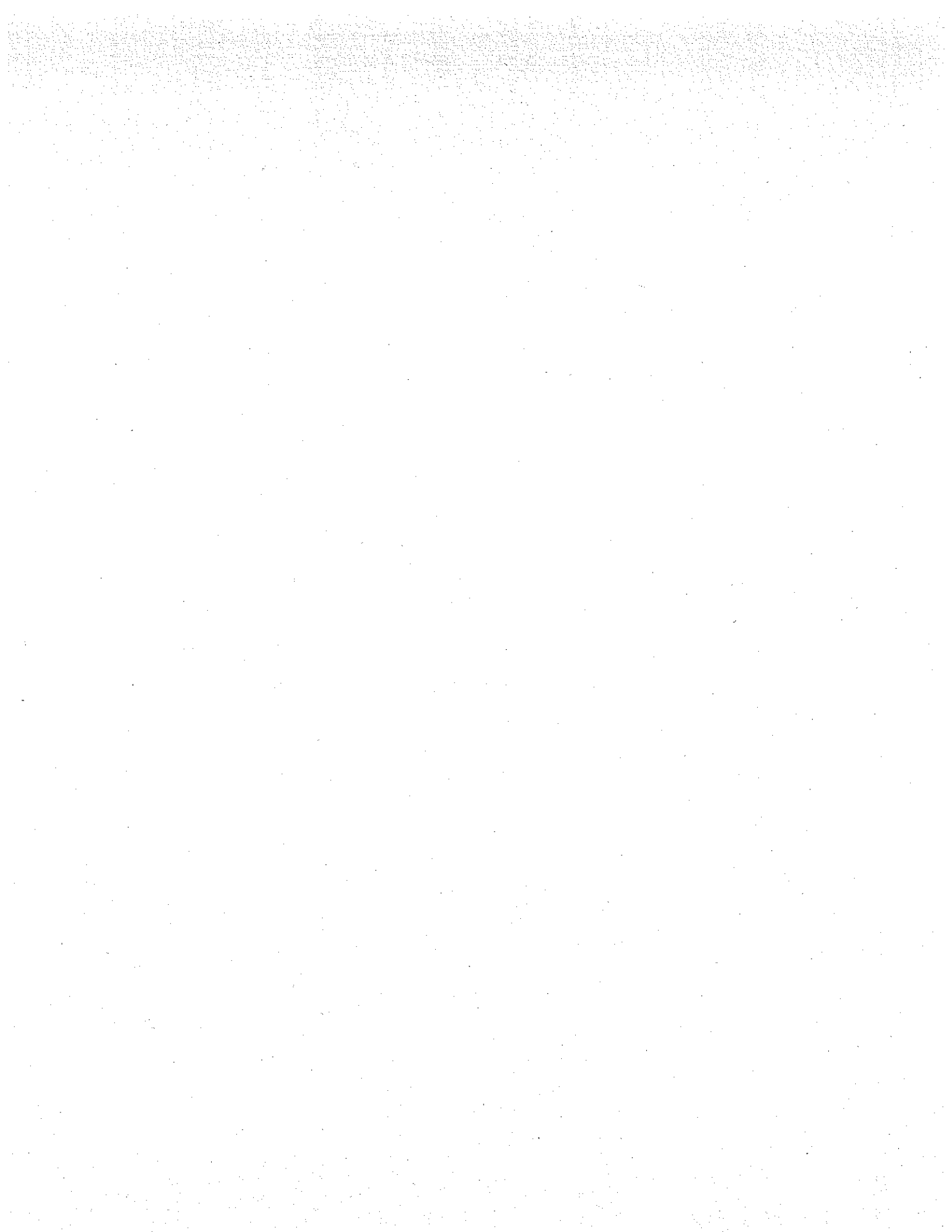
District allotted professional development will continue to be offered three times during the school year as full-day job-embedded collaborative PD workshops, as well as being offered at faculty meetings, professional learning community meetings, after school programs, and summer institutes. Course

offerings at various local universities, colleges and educational organizations are routinely offered, and staff members are encouraged to participate in order to support their adult learning. Mentoring is offered, as well, which enables the observation of teaching practices of other faculty members. Professional learning communities will continue to be encouraged in order to promote various learning opportunities, such as the development of common practice guides, ensuring that essential outcomes will be allotted an appropriate amount of time within the academic year.

A district staff development coordinator plans, implements, and monitors staff development in the district and provides invaluable support for teachers in their pursuit of professional learning goals. The local Professional development Committee is another resource on which the Union High School Professional Development Committee can rely for quality professional development advice.

Educators will master differentiation in their instructional skills. The evidence that indicates they have learned new skills will be measured through local and state standardized test results, data generated by and analyzed by teachers which measures classroom learning, and teacher evaluations for all district PD days. Staff will fill out post-class evaluations for all workshops. Professional day reports are written for each outside conference attended. Informal and formal surveys, as well as anecdotal reporting, will be utilized in supporting the program evaluation process. Each September, all staff members will be invited to join the Union High School Professional Development Committee so that new ideas and learning strategies can be explored.





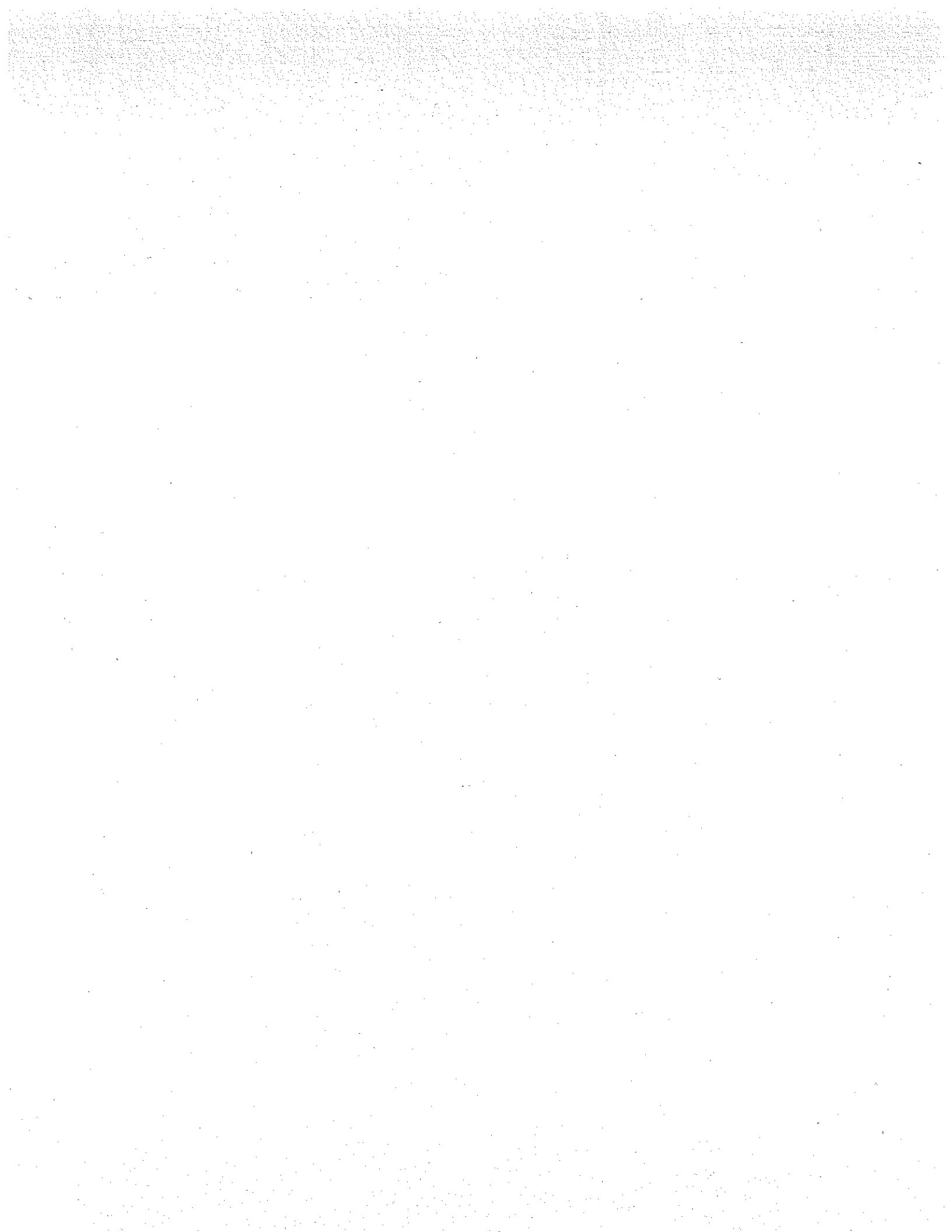
School Level Professional Development Planning Template**SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN****3**

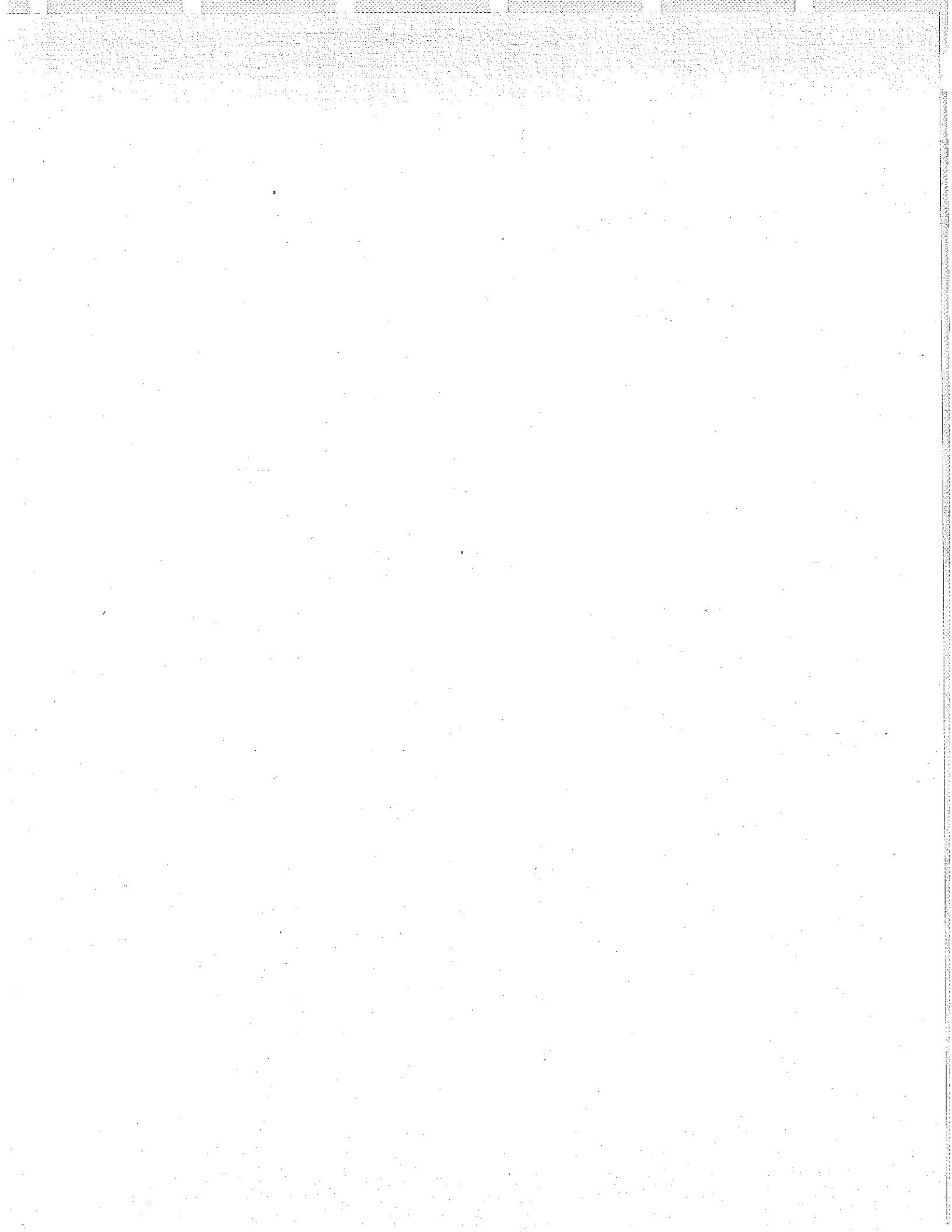
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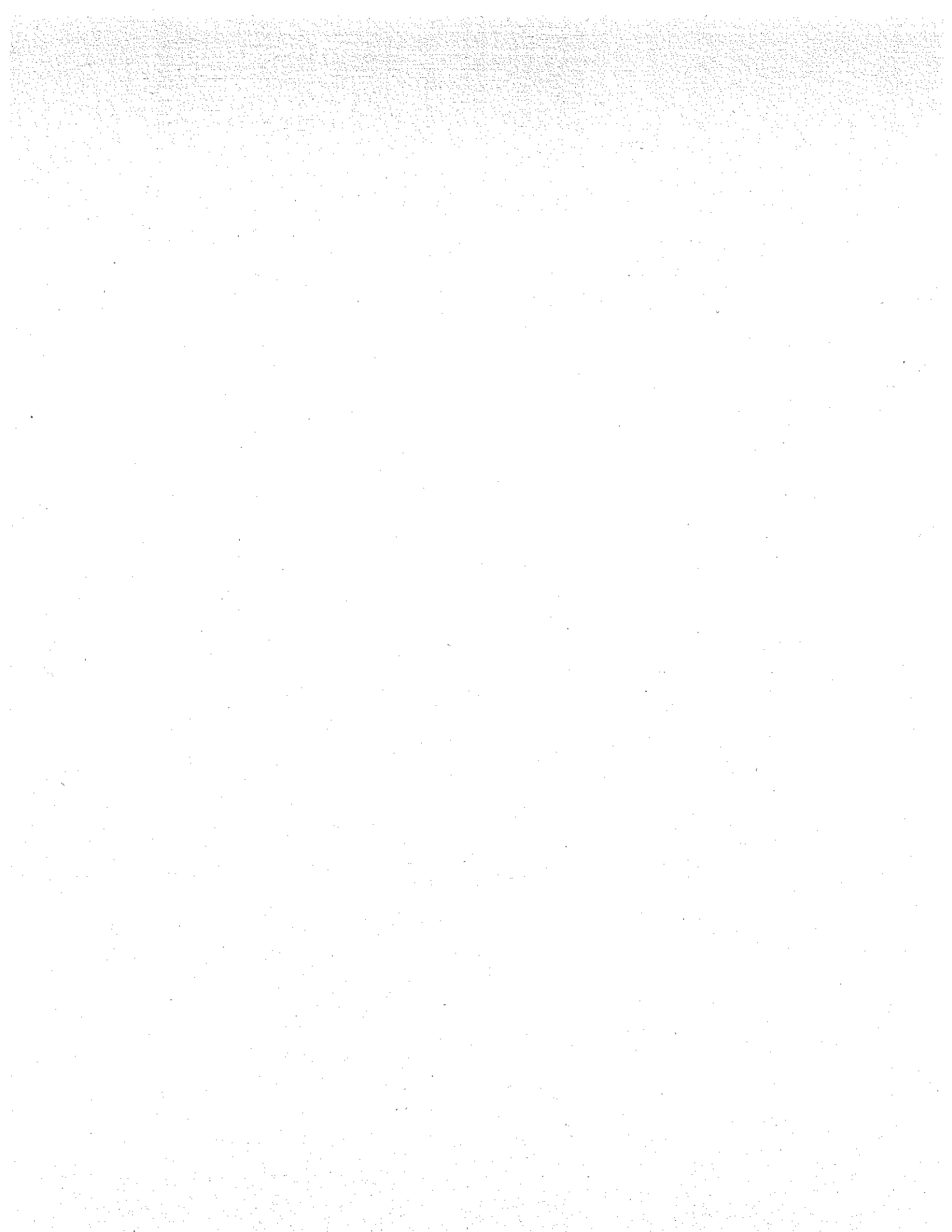
1. Reflection: Identify key elements of previous professional development you will leverage in the new plan.
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4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
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 SPDC 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 SPDC will focus on enhancing the staff's content knowledge and instructional strategies to better assist students with varied learning needs to master the NJ CCCS. 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.

Three in-service professional development days will be dedicated to addressing the needs identified by the staff through surveys and current building trends. Professional development also occurs in the form of grade level and content area PLC's. Each grade level has the opportunity to meet on a weekly basis to discuss data relevant to student achievement.







TEMPLATE FOR

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2010 -2012

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?

1. The 2011-2012 Professional Development (PD) program for the staff members of the Township of Union Public Schools continued to practice the scheduling of three five- hours days of training. These were planned for September 2011, November 2011 and February 2012. Staff development consisted of training for all fifth grade teachers. Topics for these sessions were intended to respond to district and fifth grade needs as identified in staff needs assessments, district goals, assessment results and the New Jersey Core Curriculum Content Standards (NJCCCS). The topics included increasing NJASK5 scores, Using Professional Learning Communities, State Mandated Bullying Awareness, Data Analysis and Differentiated Instruction. After every PD day, the participants are required via online portal (PLP) to respond about the experience. This is helpful when planning for future PD activities.

2011-2012

The 2010-2011 Professional Development (PD) program for the staff members of the Township of Union Public Schools continued to practice the scheduling of three five- hours days of training. Staff development consisted of building based training. Topics for these sessions were intended to respond to district and building needs as identified in staff needs assessments, district goals, assessment results and the New Jersey

Core Curriculum Content Standards (NJCCCS). The topics included Overview from the Division of Youth and Family Services, Technology in the Classroom, Differentiated Instruction, Professional Learning Communities. After every PD day, the participants are given the opportunity via online portal to respond about the experience. This is helpful when planning for future PD activities.

2. The staff learned strategies that could easily be implemented in the classroom. As a result of these PD workshops, teachers were exposed to a variety of web sites, techniques and materials that enhanced overall performance of students within the classroom. Professional Learning communities were established and continued as an ongoing tool.

3. Yes, the feedback is collected via the online port (PLP) once the PD activity has been completed. Through teacher collaboration and the exchange of successful techniques documentation was collected from all staff members.

4. All previous professional learning has been designed to meet NJCCCS.

K-5 District Goals

Goal 1 To continue to improve instruction and raise student achievement

Goal 2 To facilitate negotiations of fair and responsible collective bargaining agreements with employees

Goal 3 To prepare an annual budget that meets the needs of our children and our community

Goal 4 To work with board members to foster communication with external policy maker

Goal 5 To successfully coordinate the Department of Educations NJQSAC monitoring of schools and the district office.

K-5 District Professional Development Goals

Goal 1 To provide educators with opportunities with design developmentally appropriate learning experiences to make core content subject matter meaningful and accessible for all students

Goal 2 To provide educators with Professional Development to create a safe, supportive and respectful learning environment that encourages active engagement in learning

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.

1. The Mission of Central Five is to provide continuing academic growth and development in a unique environment, which encourages positive adaptation to change. The foundation of our efforts is the belief that all children can learn, that students must be set, and that expectations must be high and clearly communicated. To achieve these objectives, we believe that certain principles and conditions, individually and collectively, must be present. These include responsibility, a curriculum that stresses traditional academic subject areas and a nurturing environment.

2. Needs Assessment Survey – Please see attached pages of survey and data table.

3. The committee assesses school based performance via standardized test scores, pre- and post school- wide test scores, grades from individual classes and Success Maker data. The data is analyzed through summary statements. A data spreadsheet is compiled for individual homerooms.

Goal 3 To provide educators with Professional Development to accommodate the needs of all learners

Goal 4 To involve all stakeholders (teachers, Special Services personnel, nurses, parents, guardians, families and community members) in the education of children

Goal 5 To improve student academic achievement through the use of technology and to ensure that all students/ staff are technologically literate

5. Due to the diverse population it is difficult to provide presenters that meet the needs of all and staff. Other challenges are limited funds, limited volunteers and staff on work overload. Availability of outsider presenters is often difficult to schedule because of district selected days (Holiday weekend). Volunteers are required to attend their own workshop and not allowed to be released. The time required for submission of outside presenters was longer this year which made the process more difficult.

The fifth grade students for the first time are split between 3 buildings this year. This has also presented a challenge for professional development.

Due to the diverse population it is difficult to provide presenters that meet the needs of all students and staff.

6. Ideally, this will be job embedded within the school day. Our plan will reflect a need to develop a collaborative culture through the development of professional learning communities in order to achieve the continuity of teacher growth and student achievement.

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.

1. Central Five Building Level Objectives 2011-12

OBJECTIVE #1: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of Total Students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

OBJECTIVE #2: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of African American students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

OBJECTIVE #3: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of Hispanic students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

OBJECTIVE #4: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of Economically Disadvantaged students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

2. Central Five School's Professional Development Goals

- Central Five must make greater use of student data to drive to drive professional learning.
- A regular framework for both horizontal and vertical grade-level articulation should be established.
- Strategies to improve students' language arts literacy should continue to be pursued and further developed.
- Strategies that will accommodate the needs of all students in our diverse population to close existing gaps in student achievement must be developed.
- Adequate funding to meet stated needs, particularly as each building works on its own goals and objectives, must be acquired.
- More collegial collaboration at department and grade level meetings must be modeled, pursued and established as standard behavior.
- Release-time for classroom visitations. In the same subject area both in-district and outside the district should be scheduled to expand awareness of the range of teaching practice.
- We must continue to develop and support collaborative structures in all content areas.
- Training should be offered as needed in content areas identified through analysis of student data.
- Integration of PD goals and activities into our meetings to build a culture of learning among all staff members should be a primary focus of all district activities.
- Differentiation of PD activities based on the level of mastery in areas of focus should be given consideration when selecting professional learning activities.
- Allow for co-teaching collaborative meetings and conferences.

3. Professional Development Goals

- Ongoing support structures for principals and supervisors to enhance their instructional leadership skills
- Classroom management/discipline
- Technology (for example grade-keeping, using the internet in the classroom)
- Differentiated instruction
- Addressing needs of a diverse community/multicultural issues
- Motivating reluctant learners
- Core curriculum content standards
- Open-ended questions/rubric scoring
- Inclusion/mainstreaming

- Learning styles/strategies
 - Grade-level articulation
 - Conflict resolution/character education
 - Educational leadership/facilitator training
 - Development of collaborative structures, including data identification and analysis
 - Reading/writing strategies for content areas
 - Suicide prevention
 - Identifying learning disabilities
-

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?

1. To continue fostering a positive learning culture in Central Five this 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 and district-wide professional learning communities that are focused on broad learning goals for all students and adults in our schools. PLC communities have been established with the building. PLC groups meeting within small areas and then come together in a larger group meeting.

Staff will attend workshops both in-district and out of district, participate in in-service opportunities, some will continue their education through college courses and others will incorporate online courses. All staff workshops and courses will be in coordination with the New Jersey Standards for Professional Development.

2. Key NJ Core Curriculum Content Standards

Mathematics

4.1. Number and Numerical Operations

Number Sense

Numerical Operations

Estimation

4.2. Geometry and Measurement

Geometric Properties

Transforming Shapes

Coordinate Geometry

Units of Measurement

Measuring Geometric Objects

4.3. Patterns and Algebra

- Patterns
- Functions and Relationships
- Modeling
- Procedures

4.4. Data Analysis, Probability, and Discrete Mathematics

- Data Analysis (Statistics)
- Probability
- Discrete Mathematics--Systematic Listing and Counting
- Discrete Mathematics--Vertex-Edge Graphs and Algorithms

4.5. Mathematical Processes

- Problem Solving
- Communication
- Connections
- Reasoning
- Representations
- Technology

Language Arts

3.1 Reading

- Concepts about Print
- Phonological Awareness
- Decoding and Word Recognition
- Fluency
- Reading Strategies (before, during and after reading)
- Vocabulary and Concept Development
- Comprehension Skills and Response to Text
- Inquiry and Research

3.2 Writing

- Writing as a Process
- Writing as a Product
- Mechanics, Spelling and Handwriting
- Writing Forms, Audiences and Purposes

3.3 Speaking

- Discussion
- Questioning (Inquiry) and Contributing
- Word Choice

Oral Presentation

3.4 Listening

Active Listening

Listening Comprehension

3.5 Viewing and Media Literacy

Constructing Meaning

Visual and Verbal Messages

Living with Media

3. The plan is based on the students' needs and faculty needs. As identified by the NJASK 5 scores, the PLP evaluations and the needs assessment.

Our goals are developed and our committee is striving to raise student achievement as well as increase professional learning.

4. Staff members receive emails from the Professional Development Committee. All staff has access and is required to use the district portal.

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.

1. Central Five Professional Development Committee will sponsor three building based day that begin at 8:00 am and conclude at 1:00 pm. Release time for continued Professional Development activities will be implemented within the learning environments.

PLC meetings are held throughout the entire year. They are done during the school day as well as on the required Wednesday staff meetings. In the future, planning time will be provided for collaborative professional learning.

Expert consultants will be brought into Central Five to address the needs as identified. Staff within the school may also be utilized to turn key information.

2. The contract allows for Professional Developments Days to be taken during the academic year. The Professional Development goal is to provide teachers with release time during the school day to collaborate with other professionals. The opportunity for the staff to attend after school and summer programs will also be an option if chosen by staff.

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?

1. The evaluation reports will demonstrate the evidence needed to support our goals and objectives.

2. School-wide assessments, standardized testing, benchmark scores and Success Maker results will determine how these skills impacted student learning.

3. The additional data needed to support the program evaluation process will be teacher responses and the impact on their classroom activities.

4. It will encourage collaboration between staff members indicated by the evaluation responses and overall discussion of staff at after school meetings.

5. The data is needed to complete the evaluation after the staff has completed a workshop or professional development in-service. Focus groups can be held according to area or subject content based on what the teams/staff feel are relevant to their students' needs.

The evaluation data will be collected and evaluated by the Professional Development committee. Suggestions will be considered for future workshops on an as needed basis.

School Level Professional Development Planning Template

SECTION 3 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.

1. All activities will be building- based to meet the needs of all staff and students at Central Five.

2. Key findings include:

- Modify the curriculum to meet the needs of students
- Differentiated instruction
- Services for students with special needs
- Assessment
- Infusion of technology into teaching

3. Professional development goals include:

- Efforts will be made to ensure that students will receive full benefits of technology
- Show an increase in mathematics competency
- Show an increase in language arts literacy to a proficient level
- Show an increase in the scores of students who are economically disadvantaged or of Hispanic decent

4. The school will provide professional development days for all staff members, in-service workshops, and opportunities for the staff to attend workshops related to their professional improvement plans and opportunities for in-house personnel to enlighten staff members with their expertise.

5. Submission of data and evaluation from staff members will show evidence of ongoing professional learning.

Feedback obtained from the past evaluation data. Supervisor / Principal observation and reports. Plan book will identify the implemented material. Sample of student performance and levels of proficiency.

6. Evaluations and staff feedback will be used to identify whether or not goals were met. A survey will be designed to examine the PD vision and goals. We will continue to redesign the goals to meet the ever changing needs of professional development.

We will continue to use the PLP for feedback. We will adjust the PLP for continued assessment.

Professional Development Needs Assessment Survey

Central Five School Fall 2011

The information from this questionnaire will be used to plan for future staff development programs. Please take time to complete this form and return it to Maura Golding, Professional Development Chair.

Name _____ Classes taught _____

Briefly describe an area of need that you would like addressed:

Please place an "X" beside the topics for which you have an interest/need.

<p>Instruction</p> <p>_____ Similarities and Differences</p> <p>_____ Summarizing and Note Taking</p> <p>_____ Reinforcing Effort & Providing Recognition</p> <p>_____ Homework and Practice</p> <p>_____ Cooperative Learning</p> <p>_____ Setting Objectives and Providing Feedback</p> <p>_____ Generating and Testing Hypothesis</p> <p>_____ Cues, Questions, and Advance Organizers</p> <p>_____ Writing</p> <p>_____ Teaching & Understanding Students in Poverty</p> <p>_____ Strategies for Learning to Read</p> <p>_____ Strategies for Reading to Learn</p> <p>_____ Unit Development</p> <p>_____ Other (Please List)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Curriculum Implementation</p> <p>_____ Content Issues (Please list)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Assessment</p> <p>_____ Developing Quality Assessments</p> <p>_____ Using/Developing Scoring Guides</p> <p>_____ Preparation for Standardized Testing</p> <p>_____ Data Analysis</p> <p>_____ Analyzing Student Work</p> <p>_____ Other (Please List)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Safety and Wellness</p> <p>_____ CPR Training/ EPI pen</p> <p>_____ Other (Please List)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

Management _____ Classroom Management Strategies _____ Other (Please list) _____ _____	Motivation _____ Motivation and Learning _____ Other (Please list) _____ _____
---	---

Do you feel that you have adequate knowledge about available staff development programs that the district offers?

_____ Yes _____ NO

I can successfully register for the district courses using the portal.

_____ Yes _____ NO

I believe that teachers should regularly receive continuing professional development.

Strongly agree 1 2 3 4 5 strongly disagree

Please rank the following topics identifying those that will most benefit you in your current assignment (with 5 being the most needed).

	5	4	3	2	1
1. Content - Subject Matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Behavior Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Effective Teaching Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Infusion of Technology into Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Parent Communication/Conferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Differentiated Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Using Data to Drive Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Special Education- Co teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ESL Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

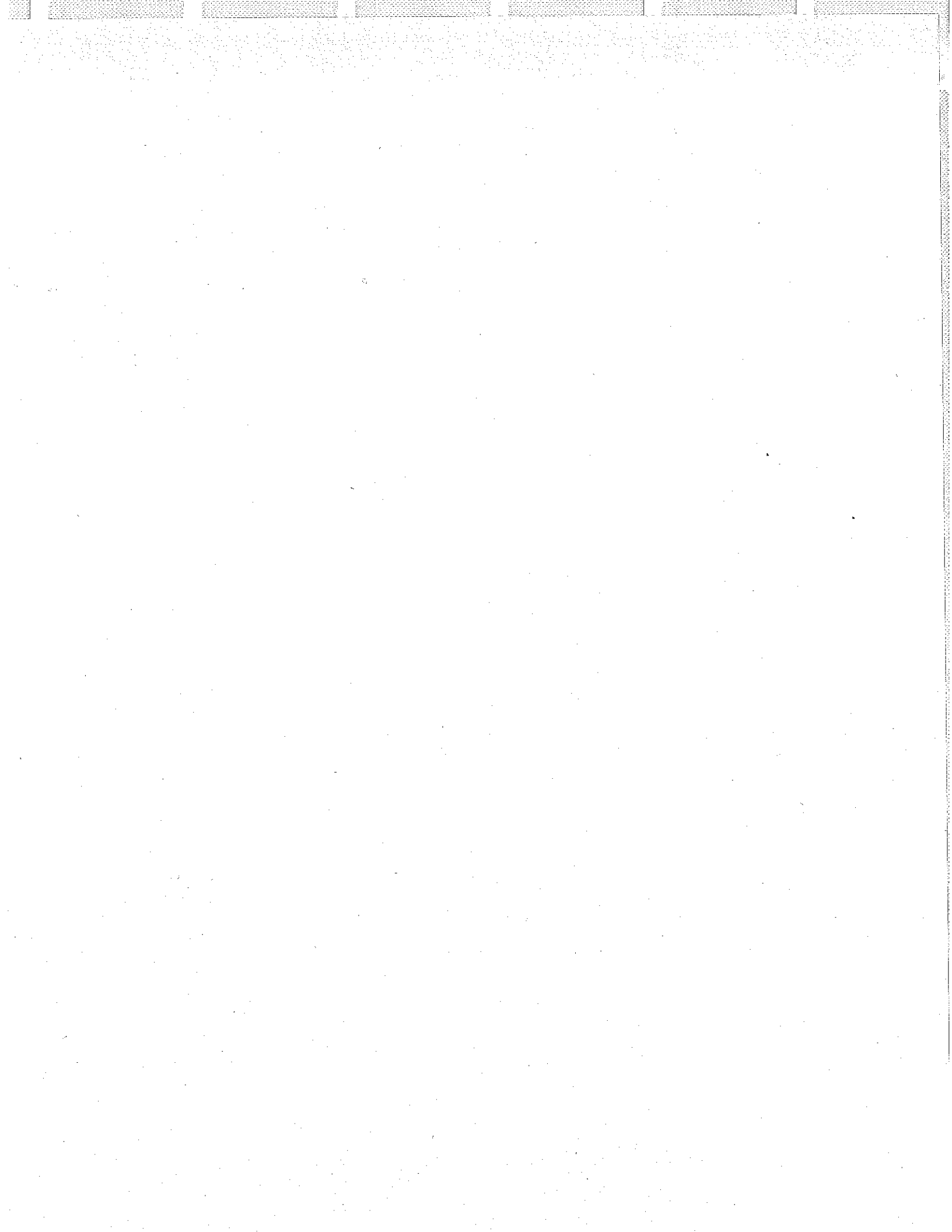
11. Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Group Dynamics: Working in Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teachers as Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Curriculum Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Conflict Education/Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Central Five Needs Assessment Survey Data

	# of staff interested
INSTRUCTION	
Similarities and Differences	0
Summarizing and Note Taking	4
Reinforcing Effort & Providing Recognition	2
Homework and Practice	4
Cooperative Learning	9
Setting Objectives and Providing Feedback	2
Generating and Testing Hypothesis	0
Cues, Questions, and Advance Organizers	1
Writing	4
<hr/>	
Teaching & Understanding Students in Poverty	2
Strategies for Learning to Read	3
Strategies for Reading to Learn	5
Unit Development	3
Other <i>Autism, Differentiated Instruction, ADHD, ADD, time management Tiered lesson plans, technology, writing strategies for the low learner, pacing, parental involvement, writing five paragraphs</i>	
MANAGEMENT	
Classroom Management Strategies	4
<i>Other stop talking, managing ed students</i>	
CURRICULUM IMPLEMENTATION	
Content Issues (Please list)	2
ASSESSMENT	
Developing Quality Assessments	4
Using/Developing Scoring Guides	1
Preparation for Standardized Testing	4
Data Analysis	1
Analyzing Student Work	6
Other (Please List) <i>Rubrics</i>	
SAFETY/ WELLNESS	
CPR Training/ EPI pen	6
Other	
MOTIVATION	
Motivation and Learning	7
Other (Please list)	

Central Five Needs Assessment Survey Data

	YES	NO					
Question #1 Knowledge of courses	15	1					
Question # 2 Registering	15	0					
Teacher should regularly continue PD	Strongly agree	1	2	3	4	5	strongly disagree
		6	4	4	0	2	
	Most needed	5	4	3	2	1	
Content - Subject Matter		5	3	5	2	1	
Behavior Management		2	6	6	0	1	
Effective Teaching Practices		3	7	6	1	0	
Assessment		2	7	5	1	0	
Infusion of Technology into Teaching		5	10	3	0	0	
Parent Communication/Conferencing		3	3	5	3	3	
Differentiated Instruction		8	5	3	1	0	
Using Data to Drive Instruction		5	2	4	3	6	
Special Education- Co teaching		5	4	3	0	2	
ESL Strategies		1	1	6	4	5	
Classroom Management		1	5	5	5	2	
Group Dynamics: Working in Teams		4	3	7	1	0	
Teachers as Leaders		0	4	7	2	2	
Curriculum Integration		2	7	6	1	0	
Conflict Resolution		1	3	7	4	1	
Conflict Education/Mentoring		1	2	4	7	1	



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 SCHOOL PROFILE



Name of School: Battle Hill

School Address: 2600 Killian Place Union, NJ 07083

Principal: Michelle Osborne Warren E-mail mwarren@twpunionschools.org Phone _____

Grade Levels: Pre-K to 4 Student Enrollment: 440

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

Teachers: 17 Content Area 10 Special Education 8 Special Area Teachers (Arts, Phys. Ed, Tech)
17 Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
20 Paraprofessionals

Administrators: 1

Date submitted February 28, 2012

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

Chair:

ToniAnn Titmas Chair Name (please print)		Remediation Teacher Position	June 2012 Term Expires	ttitmas@twpunionschool.org Email
John Bogner Name (please print)		SpEd Teacher Position	June 2012 Term Expires	jbogner@twpunionschools.org Email
Angela Micchelli Name (please print)		1st Grade Teacher Position	June 2012 Term Expires	amicchelli@twpunionschools.org 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

TEMPLATE FOR

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

~~2010-2011~~

2011-2012

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 2010-2011 professional development program for staff members of the Battle Hill School continued the practice of scheduling three five-hour days of training. Staff development consisted almost exclusively of building-based training. Topics for these sessions were intended to respond to building needs as identified in staff needs assessments, assessments results, and the New Jersey Core Curriculum Content Standards (NJCCCS). The topics included Building-based Professional Learning Community to provide cohesion among grade levels, New Jersey Holistic Rubric Scoring and Analyzing Text and Reading Comprehension- created analyzing text questions to support higher ordered thinking. Careful consideration was given to teachers' input regarding instructional practices, classroom management, and special education needs.

The programs presented begin at 8:00 am and conclude at 1:00 pm. This is a variance from the regular school work day for some staff members.

The schedule for the building-based PD days is authorized by the Superintendent as part of annual school calendar. The days often coincide with other district holidays and/or school closings to minimize inconvenience for parents.

Ideally, professional development will be job-embedded throughout the school year. Because of the length of time between the three formal scheduled building-based PD activities, the SPDC has found it difficult to achieve continuity between these sessions. The extended intervals present an added challenge in gauging how effectively the staff implements newly acquired

strategies and integrates concepts into classrooms practice to enhance student achievement. A formula for follow-up on our professional learning has not yet been developed.

The New Jersey Assessments of Skills and Knowledge (NJASK), was administered in grades 3 and 4. In addition to state assessments the district administered the New Jersey Pass in the spring to students in grades 1 and 2. A district-designed assessment is also administered at the kindergarten level. Results from the mid-year and end of year proficiency assessments are analyzed and used for program evaluation and modification. The school continued to make strides in student achievement in mathematics in the reported scores from the spring 2009 assessments.

We identified benchmarks to meet school-level goals; we are aware that some of the goals have not been met and are repeated annually in our district plan.

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.

To determine its professional development needs, the staff development committee for Battle Hill will use information from teacher surveys, test data analysis, and school needs assessments.

Battle Hill School creates a safe haven for students, faculty, and parents. We provide an opportunity for learning by building strong values, inspiring children, and providing the building blocks for a good education. Our goal is to ensure that each child reaches his/her full potential while keeping in mind the diverse needs and culture of our school community.

In response to the continued success of the program, we will maintain and increase the after-school elective activities. These activities enable us to respond to the needs of individual teaching staff members while we focus simultaneously on district-wide goals.

In selecting topics and presenters for our activities, we will focus on the goals and objectives that were identified by staff members in the development of their individual professional development plans (PDP) for the current school year.

To make the organization of individual and building-based professional learning activities more efficient, we continue to use an online registry of all professional learning activities called the Professional Learning Portal (PLP). This web-based system lists the schedule, description, and logistical details for all professional learning activities conducted in the district. It also facilitates attendance record-keeping, evaluation of courses, and issuance of certificates of completion. An important component of the system allows the SPDC, district staff development coordinator, and central office administration to communicate information about PD activities via e-mail with the rest of the staff.

To assist our colleagues in becoming more familiar with professional learning communities, members of the SPDC hope to attend workshops provided by NJSDC Conference.

Our school's PD committee meets frequently. It provides feedback to the LPDC and discusses future professional learning activities to support building-level planning.

Our building will focus on models of effective professional learning, including job embedded staff development. The desired result will be increased awareness of its benefits among staff members, who will then advocate for collaborative professional learning in support of student achievement.

Spring Assessments will be as follows:

- Kindergarten administers a district designed assessment
- Grades 1 and 2 take the NJPASS
- Grades 3 and 4 take the NJASK

We also administer district created benchmark assessments and mid-year and end of year proficiencies as well as formative and summative tests.

Another important source of information used by staff development committee to identify trends and building needs is ongoing dialogue with staff members. Members of the staff development committee communicate this information with the building principal.

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.

Battle Hill School's established student learning goals are as follows:

- By June 2011, as a result of locally developed instructional programs designed to increase students' understanding of Language Arts Literacy, 80% of the students will become familiar with a writing rubric and/or checklists based on grade level expectations.
- By June 2011, as a result of locally developed instructional programs designed to increase students' understanding of Math, 75% of the students will achieve a score of proficient or advanced proficient on the math sections of the NJASK 3/4.

Our school professional development goals are as follows:

- Implement professional development workshops to assist educators in developing language arts and math in accordance with the NJ CCCS.
- Increase professional development on comprehension skills as well as reading, writing and test taking strategies,
- Increase professional development in the areas of problem solving, communicating math strategies, and use of formative and summative assessments.
- Encourage teachers to explore outside opportunities for professional development currently not offered in the district.

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?

Our school professional development opportunities during the 2011-2012 school year will be implemented in a variety of ways. The days' presentations will be focused on Harassment, Intimidation and Bullying Training, Access Now, Reading Comprehension working with text and analyzing text, Go Math Training for each grade level, Alignment of Curriculum and Common Core Standards. We will provide activities that will clearly respond to the specific needs of particular school cultures. Building programs will include, but not be limited to:

- effective classroom practice,
- research and implementation strategies,
- curriculum analysis and review, and
- assessment design and interpretation.

Some workshops will concentrate on grade-level staff while others will focus on content areas; some will provide opportunities for colleagues across grade-levels and/or subject areas to interact and discuss possible integration/interdisciplinary strategies. Teachers will take advantage of opportunities to observe other processes and collaborate with other professionals.

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.

In order to meet the professional development goals of the school, staff members will collaborate during grade level meetings to discuss relevant issues pertaining to the grade. Staff members will also meet with grade levels from other schools across the district at Vertical and Horizontal Planning meetings.

In addition, teachers will be encouraged to seek their own professional learning opportunities when they find a workshop applicable to their classroom needs.

Time commitments are reflected in the inclusion in the school calendar of three PD days of five hours each and up to two professional days per staff member to attend conferences/workshops and to make visitations to other schools outside the district.

There are many resources and structures in place at Battle Hill that demonstrate the school community values and nurture quality professional development for adult learners. AAP teachers and in-class resource teachers work with general education teachers to provide instruction that is differentiated and meets the needs of all learners. Teachers may also be given the opportunity to observe other educators deliver alternate reading/language arts instruction (within the same school, within district, or possibly even an outside district).

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?

As a result of the School Professional Development Plan, educators will learn new and varied strategies to enhance reading/language arts and math instruction.

Evidence indicating that the staff has learned new skills may include workshop evaluations, lesson plans, staff discussion, and supervisor/ administrator observations.

Student data used to determine how these knowledge, skills, and behaviors impact student learning may include grade level evaluation of the impact of PD on student achievement, formative and summative assessments within the classroom, performance assessments, standardized test scores, district wide proficiency test results, and building wide (grade level) curriculum mapping pre and post test scores.

Evaluation of the school PD plan will be provided for in the following ways:

- Teacher evaluations for all district PD days, outside conferences attended, and after school workshops;
- Analysis of data from district, state, and standardized assessments;
- Feedback from parent conferences, open houses, and family involvement nights; and
- Department/grade-level evaluation of the impact of PD on student achievement.

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:

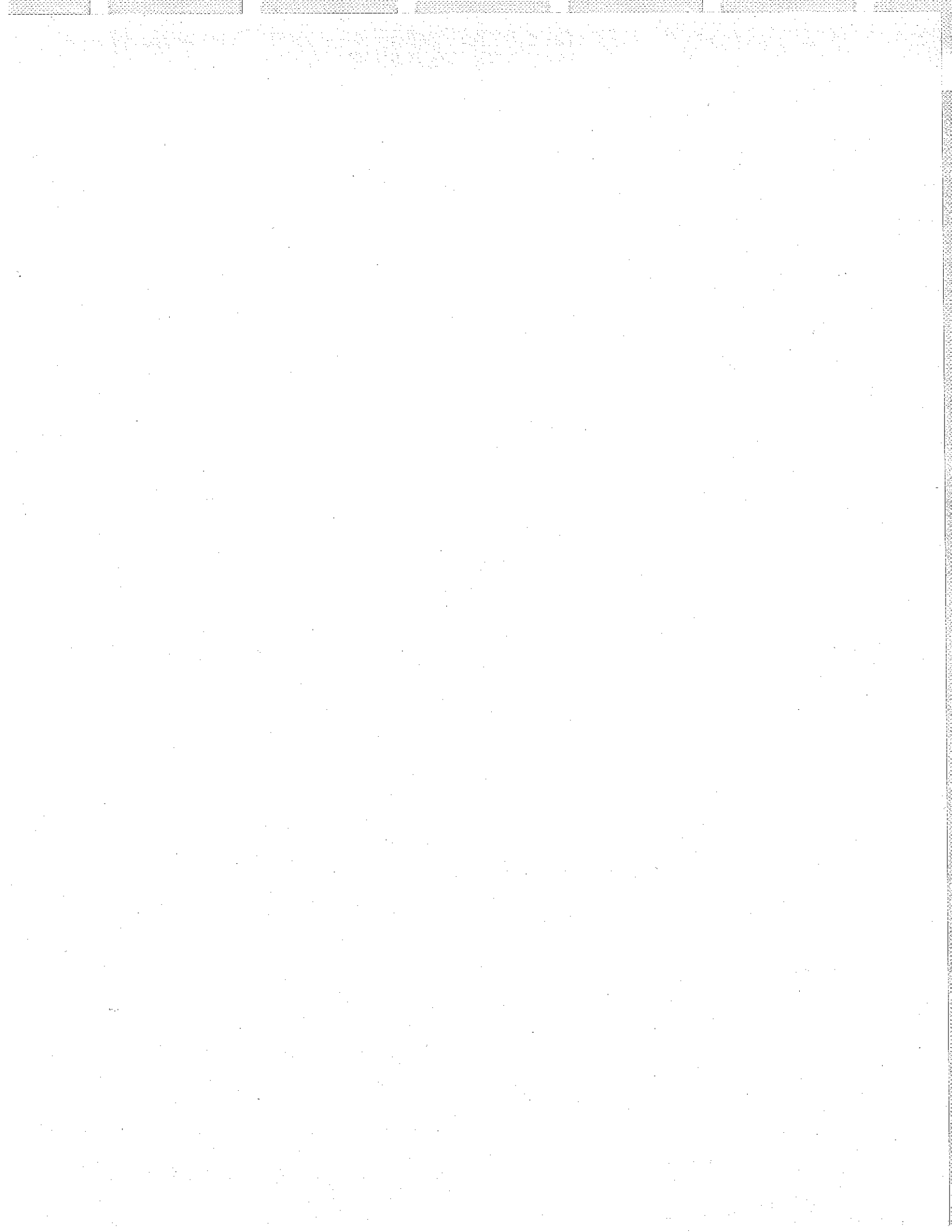
1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development 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.

Battle School will continue three days of five hour professional development. We will also continue to create a safe haven for students, promote the development of well rounded, responsible individuals, and provide the building blocks for a good education. Our professional development goals will be connected to student learning goals. Our staff will continue to be encouraged to pursue all opportunities to enhance professional development.

Our goal of the professional development team will be to provide staff with opportunities to learn and implement strategies that will improve their teaching skills, therefore positively impacting student learning and achievement.

Each grade level has a common prep period which serves as a valuable time for teachers to discuss strengths/weaknesses of students, and share ideas/strategies. In addition, each grade level meets with the principal once a month to communicate findings. The building staff meets as a community twice a month to discuss building wide concerns and needs. This is in addition to the staff development workshops provided by the PD team three times a year.

Workshop evaluations, teacher surveys, lesson plans, staff discussions, and supervisor observations will provide evidence that educators learned new and varied strategies to enhance reading/language arts and math instruction.



SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2011-2012

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?

A. REFLECTION

- Prior to 2007 most professional development was left to individual requests for professional day opportunities and to district hiring of speakers to address educational concerns. (School Profile)
- While it was beneficial for individuals to attend Professional Development which they determined was needed, needs assessment was left to each individual teacher. In addition, district wide programs could not meet the needs of all students.
- Grade level teaching teams, school committees and curriculum meetings failed again to meet the needs of individual students and provide teachers with practical strategies for classroom success.
- The challenge then became to address Professional Development in a way that would more successfully assess the needs of the students and teachers.
- The sharing of ideas and strategies among staff.
- "The care mission of formal education is not simply to ensure that students are taught, but to ensure that they learn." – DuFour "Schools as Learning Communities" (pgs.6-11).

In an effort to ensure the success of each student profound building changes began to take place.

These questions arose: "What school characteristics have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our school?"

- In 2007 representatives from the building attended the seminar sponsored by NJASCD. Information on developing Professional Learning Communities was brought back to the building.
- In house workshops and presentations familiarized teachers with PLC philosophy.
- Teams were developed.
- Data was provided (CCS, test scores, curriculum guides)

- Teams address the following questions:

*What do we want each student to learn?

*How will we know when each student has learned it?

*How will we respond when a student experiences difficulty in learning?

School Based Goals

- Educate staff members to enable all students to learn and achieve at greater levels of proficiency by:
 - 1- implementing specific strategies, techniques, and resources which help create and develop Professional Learning Communities.
 - 2- involving educators in identifying essential learning and the process of developing Smart Goals.
 - 3- redirection of assessment to its fundamental purpose: the improvement of student achievement, teaching practice, and leadership decision making (Douglas Reeves, *Ahead of the Curve*, 2007)

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.

High test scores on standardized tests are indicative of individual and academic mastery of the state standards for student success.

“As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world. This responsibility requires schools to prepare students technological, cultural, economic, informational, and demographic changes.” - *Educating Students in a Changing World* (NJASCD 2008).

As a school based PLC it is our responsibility to prepare our students for these challenges of the 21st century.

Looking at our School Needs Assessment the data reflects the following:

- Strong need for more learning activities linked to technology.
- Positive feedback that our school discipline plan is consistent and effective. Participants felt that our school is a safe learning environment. Some stated they would like additional behavioral strategies for their classrooms.
- Regarding academics, the majority of staff has used an interdisciplinary approach to teaching.
- Participants were evenly divided in feeling prepared for the inclusion of special needs students.
- PLC was found to be overwhelmingly beneficial.
- Collaborative teaching and co-teaching have become an integral part of the school community.
- PD in co-teaching strategies and PLC communication have increased staff ability to successfully address the needs of all students.
- As per the need of our staff, PLC time has been increased on Professional Development Days.

School committee is using data to drive Professional development based on feedback from staff needs assessments. Professional Learning Committees submit "Team meeting feedback sheets" weekly. Information is used to determine PD activities.

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.

1. The following represent the student school learning goals and other learning needs:

- Make decisions and solve problems ethically and collaboratively.
- Use technology to gather, analyze, and synthesize information for application in a global economy.
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.
- Literacy goals (see building goals).
- Grade Level Proficiencies (see appendix).

2. These are the school's Professional Development goals:

Staff will continue to develop and refine the PLC Process in the building:

- Teachers will meet weekly during a designated common period.
- Teachers will focus on three crucial questions which drive the work of those within a PLC.
 1. What do we want each student to learn?
 2. How will we know when each student has learned it?
 3. How will we respond when a student experiences difficulty in learning?
- Teams will create formative assessments administered to gather ongoing evidence of student learning and to provide information so that appropriate interventions may be implemented.
- Information on team feedback sheets will provide a measure of how team goals are being achieved.
- PLC outcomes will be determined by the degree to which student learning improves.
- Time Bound – ongoing throughout the year; PLC time embedded in the school day.

Staff will use technology for the 21st century. Classrooms should be wired for a variety of technological tools.

Specific

Teachers receive instruction in computer skills, as well as using Wiki, Ning, e-books, Blogger, My Space, integrating technology-rich media and the Internet for learning; using projection, audio/visual conferencing, web publishing, and creating "platforms for participation" (Wesch) that allow students to see the technologies as tools for learning. Matching learning styles to a variety of IT tools that touch senses and are auditory, visual, kinesthetic, etc.

Measurable

By June 2012, 85% of the teaching staff will incorporate technology into their daily lessons. The goal will be measured by the amount of technology as observed in class lessons, as well as plan book documentation.

Attainable

This goal will be attainable based on the extent to which the Board of Education provides technology for classrooms.

Time Bound

To begin on or about September 2011 until June 2012. PLC process directly impacts on the achievement of students goals. (see attached materials – building goals)

3. Use of technology to gather, analyze, and synthesize information for application in a global economy. (See established student learning goals – page 2 - use technology)
4. Information on team feedback sheets will provide a measure of how goals are being met.
5. Outcomes will be determined by the degree to which student learning improves.
6. Time bound – ongoing throughout the year; professional learning community time embedded in the school day.

A Professional Development plan will be sent to each staff member.

Review and clarification will take place at a faculty meeting attended by all staff.

Representatives from the Professional Development Committee will be present at each PLC team meeting to review information.

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?

Professional Development Structures and Designs include a wide variety of venues: Professional development will be offered for team based learning, online learning and workshops/seminars.

1. Team Based Learning

- a. Teams engaged in action based research. Topics evolve from the team meetings, areas of interest, and needs of the students.
- b. Teams engage in collaborative inquiry into both best practices in teaching and best practices in learning.
- c. Collective Inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness.

Teachers trained in the "Professional Learning Communities" process (seminar by Rick and Becky DuFour) have conducted workshops to enable staff to develop and engage in team based learning.

2. Online Learning

- a. Teachers have advanced professionally through on-line programs and these will continue to be available. (Marygrove, Lee Cantor)
- b. Teachers will have opportunities to attend workshops. (Bureau of Education and Research)
- c. Teachers are encouraged to use their two professional days each school year. Individual professional development days are available for staff members to attend workshops/seminars of their choice.

Through our staff development coordinator, courses are offered for teachers, not only in academic areas, but especially in developing technological skills.

Most importantly, staff members offer formal presentations to their building team members, sharing best practices and areas of expertise, while addressing the needs of staff and students.

These presentations will be available on designated professional development days as well as at faculty meetings.

- Professional Learning Communities meet on a regular basis to review student work, create common assessments, and observe the practices of other team members.

- Professional development is a continuous, ongoing process. Staff members meet weekly to discuss relevant topics and develop strategies which impact upon the students' learning.
- Additional PLC time is arranged when needed. For example, faculty meetings provide additional PLC time as well as ongoing cross grade interaction.
- In-house presenters have the opportunity to share their knowledge with their colleagues.
- Three staff development days are provided by the district for staff to design structured programs to meet their needs.

We will continue our existing partnership with the following educational organizations:

1. Kean University - workshops, seminars, special education and speech programs.
2. NEA, NJEA, and UCEA - workshops on a wide variety of current issues, social and academic as well as current research.
3. NJASCD – on line information and workshops on 21st Century Learning. Seminars are offered on Professional Learning Communities and teacher leadership.
4. Adult learning opportunities are ongoing and embedded in the school day – Success Maker, Waterford, and Smart Board technology.

At present, we have already developed partnerships between departments and grade levels, and we will continue. All special area and special education personal are part of our collaborative teams. Partnerships exist between grade levels. We will continue to plan and develop this critical area.

Teachers will continue to work as collaborative Pre-K to 4 grade level teams. However, teachers do meet cross grade level. In addition, art, gym, physical education, speech, computer, media center, ELL, AAP, child study team, nurse and teacher assistants support staff curriculum specialists are part of the collaborative teams.

“Every adult in the building is responsible for the education of every student.” Believing this, custodial and cafeteria staff and building aides, play an active role in assuring the success of every child.

TEAMS

1. Through formative assessments grade level teams assess the students' learning.
2. Teams develop strategies and ideas to address strengths and weaknesses.
3. Grade level teams meet weekly to:
 - A. to develop common assessments which will be given to all students.
 - B. to analyze the impact of strategies to discover what was effective and what was not.
 - C. to apply new knowledge in the next cycle of continuous and ongoing improvements.
4. There is an ongoing policy which encourages teachers to observe lessons by peers on their own grade level or other grade levels.
5. We are pursuing and encouraging teachers of different grade levels to collaborate on teaching units. For example, a third grade and fourth grade science fair – a second and fourth grade literary unit of study.

Implementing the above strategies ensures that the needs of all student populations are being met.

The goal of the above opportunities is not simply to learn new strategies, but instead to create conditions for perpetual learning.

2. What are some of the key NJ Core Curriculum Content Standard areas:

- Language Arts 3.1, 3.2, 3.4, 3.5
- Math 4.1, 4.2, 4.3, 4.4, 4.5
- Technology – 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.4, 8.1.4.A.5, 8.1.4.D.1, 8.1.4.F.1

3. Connection between student learning goals/and professional development:

All Professional Development contained in this assessment will by design connect with student learning goals. (See C 1)

4. School communication of the professional development plan to staff members:

All staff members will receive a complete document containing the Professional Development plan. Teachers will meet in small groups to discuss and further implement information contained therein. It is our expectation that the district will support our efforts in implementing our Professional Development plan and its goals.

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.

1. Description of Time Allocations and Supporting Resources Needed

- True PLC advises that every adult is responsible for the education of every child. All building staff must participate in PLC.
- Common grade level preps embedded in the school day.
- Special area teachers have restrictions regarding release time. They need release time to attend meetings.
- Classroom assistants are not included in these collaborative meetings. They need to be included in the meetings.
- Time is only allotted for grade level teachers.

Resources Needed:

- It is imperative that time is made available for all staff to collaborate on how to maximize student achievement.
- Teachers typically use one period per week to collaborate with grade level peers.

Resource Materials:

- The guidance, support, and leadership of our principal and staff members trained in the PLC practices.
- Each grade level was provided with a PLC manual.
- Consultant's expertise – two trained staff members presented an "in house" seminar to our learning community.
- PLC participants were provided with the following publications: "Learning by Doing" and "Professional Learning Communities at Work" - authored by Rick and Becky DuFour.
- Two trained staff members, who have attended seminars, continue to act as resources for continuing PLC development.
- Additional staff members continue to act as resources for continuing PLC development.

Resources and Structures:

- Professional Development books are available for each team.
- An open door policy exists with our principal as a Professional Development resource.

- Our principal has provided educational leadership which serves as a valuable resource to all staff and sufficient attention is paid to the needs and development of all adult learners.
 - Two staff members have continued to be available to assist and to be consultants to all staff members.
 - Meetings are held informally as time permits and as specific needs arise.
 - Committees meet regularly to provide leadership to develop programs and strategies to enhance the learning environment:
 - *School Based Planning Committee
 - *Professional Development Committee
 - *Positive Discipline Committee
-

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?

Ongoing Assessment of the School Professional Development Plan

1. We have developed school based goals and have collaboratively advanced toward meeting these goals.
2. **As evidenced by:** the evidence of advancement and skills as indicated (shown):
 - Teachers no longer teach in isolation.
 - Teachers welcome the sharing of ideas and collaboration, as well as having articulated goals among grade levels.
 - An increased number of teachers participate in a co-teaching model.
3. We have educated staff members through designated in-house professional development and at monthly faculty meetings.
4. Redirection of assessment to be used for improvement in student achievement.

What Will Educators Learn?

As a result of these efforts, educators will:

1. Develop their knowledge of current research, best practices and student needs.
2. Demonstrate a clear understanding of Professional Learning Communities and their role in its implementation.
3. Understand that a collective consciousness of children's needs and broad based willingness for open and honest dialogue is essential.
4. Come to a realization that through collaboration everyone's talents and skills are valued and affect every student's success.

Skills

1. The ability to develop and use action research to achieve success.
2. Work together to develop common formative assessments.
3. Analyze results to identify the specific needs.
4. Brainstorm methods and strategies to remediate and or enhance student learning.
5. Develop the ability to reassess the results of strategies employed.

Behaviors

1. While working in a Professional Learning Community our teachers will: inform and discuss appropriate practices.
2. To encourage each other to respond to all students' needs and issues, regardless, of grade level.
3. Apply 21st century technology to 21st century learning to the appropriate 21st century local school population.
4. Continue to research and collaboratively plan numerous and effective lessons to promote the success of every student.
5. Use technology to communicate professionally.

2. Student Data

1. Student data will be measured by formative and summative assessments throughout the year.
2. Anecdotal records affecting and reflecting on student behaviors.
3. Alternative Assessments
4. Performance Assessments
5. Monitoring Student Behaviors
6. When needed, providing appropriate modifications to assist students with learning.

Objective/Principal/Supervisor Observations:

- Engagement of students in classroom lessons
- Records of parental feedback
- Attendance
- Enthusiasm about learning as evidenced by completion of assessments and independent learning
- Student directed inquiry

3. What additional data is needed to support the program evaluation process?

- Ongoing and additional mentoring training
- Consultation with trained professionals
- Comparative data from previous years
- Examination of plan books
- Evaluation of teacher progress
- Peer to peer observations
- Continue the use of teacher surveys and interviews
- Analyses of demographics, perceptions, student learning and school processes as per "Multiple Measures" (Victoria L. Bernhardt).

Encourage Job Embedded collaboration

1. Scheduling collaboration time
2. Observation of teacher morale and attendance
3. Collaboration between administration and local teachers' union to address job embedded issues.
4. Teacher attendance at job embedded collaborative meetings
5. In the Fall of 2010, we administered a teacher survey and tallied the results. (See Graphs and Questions)

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.

1. Reflection

In the Reflection section we reviewed past practices in education both in the district and in the school. We began to look at what school characteristics have been most successful in helping students achieve at high levels. We realized that we had highly qualified teachers within the school structure.

At present our school is a successful model of a Professional Learning Community. There is assessment and implementation of interventions and enrichment. Our PLCs are ongoing in their development.

Our Professional Development Plan will address the continued refinement of the Professional Learning Communities process in order to constantly and consistently ensure that every student learns. Through implementation of the PLC model we continue to build the capacity of staff as a PLC.

2. Needs Assessment

Our definition of student achievement is stated on our school mission statement.

The findings from our school needs assessment indicated a strong desire for more advanced training in the field of technology.

Our faculty was extremely confident regarding the safety in our school and the consistent effectiveness concerning our school discipline policy. Some teachers shared a need for behavioral strategies for their own classrooms.

The teachers indicated that they would be interested in new strategies regarding homework. Although our staff feels prepared for the Inclusion of Special Needs students in all academic areas, we will welcome new ideas to ensure the success of each student. We are pleased to state that the teachers practice collaborative teaching in their classrooms and are open to creative and innovative techniques. It is notable that there has been a dramatic increase in the number of teachers using an interdisciplinary approach and incorporating technology in their lessons.

As a working professional development community, we will continue to encourage staff members to attend workshops/seminars through the organizations stated in section B. We will continue to allow teachers to share the knowledge they learned with their colleagues at PLC and faculty meetings.

Our staff has focused on relevant and pertinent topics directly related to the development of students' needs. Our staff has benefited and will continue to do so through the use of additional PLC time on staff development days.

Teachers collaborate and develop alternative assessments to meet the specific needs of their students.

Teachers collaborate on state of the art research regarding formative assessments and their use to positively impact student learning.

We are very proud of our students' parents. They are supportive and interested in the success of their children. The teachers schedule conferences to meet with parents to discuss their child's academic progress. Teachers are available to parents and welcome their participation in the classroom. Some teachers provide mini workshops for 4-5 parents to present curriculum, assistance with homework strategies, and address any questions or concerns.

3. Professional Development Goals

Through the knowledge gained from the philosophy of Professional Learning Communities, the teachers will continue develop an instructional program designed to increase student understanding of language arts literacy (LAL) and implement a balanced literacy program. (Refer to building level objectives)

The teachers will continue to receive current technology training, enabling them to advance in their quest for 21st century learning practices.

- Continue to use the PLC process to sustain continuous school improvement
- Develop systems of intervention and enrichment for students who experience difficulty and for those who are already proficient
- Use evidence of student learning to inform and improve professional practice.
- Build consensus for change
- Implement Common Core State Standards through the PLC process

4. Professional Development Opportunities

We have identified the following processes and structures that our school will use to provide professional learning opportunities. They are as stated:

- Common prep time
- Faculty meetings
- Professional development days
- Opportunities (two days per year) for outside professional development
- Cross grade level meetings
- Presentations by school staff in areas of expertise
- Use of available resources for in school "action research"
- Purchase and utilize "training programs" which present best practices in education

5. Professional Development Resources

We have identified the resources that will ensure professional learning is ongoing. They are as stated:

- Time allotted for collaboration with peers
- Resource books and manuals for review and reference
- Resource people
- Grade level collaboration and cross grade level collaboration
- Ongoing assessment of results

- Use of technology embedded in lessons and throughout the school day
- Curriculum content standards, agencies, universities, and current available research

6. Goals for Evaluation

We have identified our goals for the evaluation of our professional development in the second year.

Technology

To what extent is technology being used during instruction?

To what extent is technology available to the students?

Professional Learning Communities

The quality of weekly Professional Learning Communities meetings as evidenced by weekly feedback sheets.

The extent to which teachers follow Professional Learning Communities practice of Assess, Remediate, and Reassess. (Refer to DuFour)

Continually refine the Professional Learning Communities process as we advance in its use to reach our goals of meeting the needs of all students.

REFERENCES

Professional Learning Communities at Work
Best Practices for Enhancing Student Achievement

By
Richard DuFour
Robert Eaker

Learning by Doing
A handbook for Professional Learning Communities at Work

By
Richard DuFour
Rebecca DuFour
Robert Eaker
Thomas Many

Ahead of the Curve
The Power of Assessment to Transform Teaching and Learning
Douglass Reeves, Editor

NJASCD
Article: 21st Century Classroom

Multiple Measures by Victoria Bernhardt

21st Century Skills
Rethinking How Students Learn
By
Bellanca and Brandt (2010)

Attached Materials

Mission Statement & Vision
Connecticut Farms School
2010-2011 Building Level Objectives
2010-2011 Action Plan To Address Subgroups and Strategies
Staff Needs Assessment Survey and Graphed Results
Parent Survey and Graphed Results
Team Feedback Sheet
School Ethnic Summary

School Committee Sheet
K-5 district Goals, Professional Development Goals, and
K-5 District Professional Development Vision and Goals
Pre-K-5 Math and Language Arts District Proficiencies
District Needs Assessment
School Based Planning and Positive Discipline Committee

UNION TOWNSHIP

**CONNECTICUT FARMS ELEMENTARY SCHOOL
875 STUYVESANT AVENUE
UNION, NJ 07083**

**SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2011-2012**

**MRS. MOSES
PRINCIPAL**

Building Level Objectives
2009-2010

Goal 1:

By June 2010, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, there will be a 10% decrease in Total Student Population identified as partially proficient in the area of Language arts literacy as compared to the percent of students identified on spring 2009 NJASK 3 and 4.

Goal 2:

By June 2010, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, there will be a 10% decrease in General Education Student identified as partially proficient in the area of Language arts literacy as compared to the percent of students identified on spring 2009 NJASK 3 and 4.

Goal 3:

By June 2010, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, there will be a 10% decrease in White Student identified as partially proficient in the area of Language arts literacy as compared to the percent of students identified on spring 2009 NJASK 3 and 4.

Goal 4:

By June 2010, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, there will be a 10% decrease in Black or African American Student identified as partially proficient in the area of Language arts literacy as compared to the percent of students identified on spring 2009 NJASK 3 and 4.

Goal 5:

By June 2010, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, there will be a 10% decrease in Hispanic or Latino Student identified as partially proficient in the area of Language arts literacy as compared to the percent of students identified on spring 2009 NJASK 3 and 4.

Goal 6:

By June 2010, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, there will be a 10% decrease in Economic Disadvantage Student identified as partially proficient in the area of Language arts literacy as compared to the percent of students identified on spring 2009 NJASK 3 and 4.

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2012-2013

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?

A. REFLECTION

- Prior to 2007 most professional development was left to individual requests for professional day opportunities and to district hiring of speakers to address educational concerns.(School Profile)
- While it was beneficial for individuals to attend Professional Development which they determined was needed, needs assessment was left to each individual teacher. In addition, district wide programs could not meet the needs of all students.
- Grade level teaching teams, school committees and curriculum meetings failed again to meet the needs of individual students and provide teachers with practical strategies for classroom success.
- The challenge then became to address Professional Development in a way that would more successfully assess the needs of the students and teachers.
- The sharing of ideas and strategies among staff.
- "The care mission of formal education is not simply to ensure that students are taught, but to ensure that they learn." – DuFour "Schools as Learning Communities" (pgs.6-11).

In an effort to ensure the success of each student profound building changes began to take place.

These questions arose: "What school characteristics have been most successful in helping all students achieve at high levels? How could we adopt those characteristics and practices in our school?"

- In 2007 representatives from the building attended the seminar sponsored by NJASCD. Information on developing Professional Learning Communities was brought back to the building.
- In house workshops and presentations familiarized teachers with PLC philosophy.
- Teams were developed.
- Data was provided (CCS, test scores, curriculum guides)

- Teams address the following questions:

*What do we want each student to learn?

*How will we know when each student has learned it?

*How will we respond when a student experiences difficulty in learning?

School Based Goals

- Educate staff members to enable all students to learn and achieve at greater levels of proficiency by:
 - 1- implementing specific strategies, techniques, and resources which help create and develop Professional Learning Communities.
 - 2- involving educators in identifying essential learning and the process of developing Smart Goals.
 - 3- redirection of assessment to its fundamental purpose: the improvement of student achievement, teaching practice, and leadership decision making (Douglas Reeves, *Ahead of the Curve*, 2007)

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.

High test scores on standardized tests are indicative of individual and academic mastery of the state standards for student success.

“As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world. This responsibility requires schools to prepare students technological, cultural, economic, informational, and demographic changes.” - *Educating Students in a Changing World* (NJASCD 2008).

As a school based PLC it is our responsibility to prepare our students for these challenges of the 21st century.

Looking at our School Needs Assessment the data reflects the following:

- Strong need for more learning activities linked to technology.
- Positive feedback that our school discipline plan is consistent and effective. Participants felt that our school is a safe learning environment. Some stated they would like additional behavioral strategies for their classrooms.
- Regarding academics, the majority of staff has used an interdisciplinary approach to teaching.
- Participants were evenly divided in feeling prepared for the inclusion of special needs students.
- PLC was found to be overwhelmingly beneficial.
- Collaborative teaching and co-teaching have become an integral part of the school community.
- PD in co-teaching strategies and PLC communication have increased staff ability to successfully address the needs of all students.
- As per the need of our staff, PLC time has been increased on Professional Development Days.

School committee is using data to drive Professional development based on feedback from staff needs assessments. Professional Learning Committees submit "Team meeting feedback sheets" weekly. Information is used to determine PD activities.

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.

1. The following represent the student school learning goals and other learning needs:

- Make decisions and solve problems ethically and collaboratively.
- Use technology to gather, analyze, and synthesize information for application in a global economy.
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.
- Literacy goals (see building goals).
- Grade Level Proficiencies (see appendix).

2. These are the school's Professional Development goals:

Staff will continue to develop and refine the PLC Process in the building:

- Teachers will meet weekly during a designated common period.
- Teachers will focus on three crucial questions which drive the work of those within a PLC.
 1. What do we want each student to learn?
 2. How will we know when each student has learned it?
 3. How will we respond when a student experiences difficulty in learning?
- Teams will create formative assessments administered to gather ongoing evidence of student learning and to provide information so that appropriate interventions may be implemented.
- Information on team feedback sheets will provide a measure of how team goals are being achieved.
- PLC outcomes will be determined by the degree to which student learning improves.
- Time Bound – ongoing throughout the year; PLC time embedded in the school day.

Staff will use technology for the 21st century. Classrooms should be wired for a variety of technological tools.

Specific

Teachers receive instruction in computer skills, as well as using Wiki, Ning, e-books, Blogger, My Space, integrating technology-rich media and the Internet for learning; using projection, audio/visual conferencing, web publishing, and creating “platforms for participation” (Wesch) that allow students to see the technologies as tools for learning. Matching learning styles to a variety of IT tools that touch senses and are auditory, visual, kinesthetic, etc.

Measurable

By June 2012, 85% of the teaching staff will incorporate technology into their daily lessons. The goal will be measured by the amount of technology as observed in class lessons, as well as plan book documentation.

Attainable

This goal will be attainable based on the extent to which the Board of Education provides technology for classrooms.

Time Bound

To begin on or about September 2012 until June 2013. PLC process directly impacts on the achievement of students goals. (see attached materials – building goals)

3. Use of technology to gather, analyze, and synthesize information for application in a global economy. (See established student learning goals – page 2 - use technology)
4. Information on team feedback sheets will provide a measure of how goals are being met.
5. Outcomes will be determined by the degree to which student learning improves.
6. Time bound – ongoing throughout the year; professional learning community time embedded in the school day.

A Professional Development plan will be sent to each staff member.

Review and clarification will take place at a faculty meeting attended by all staff.

Representatives from the Professional Development Committee will be present at each PLC team meeting to review information.

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?

Professional Development Structures and Designs include a wide variety of venues: Professional development will be offered for team based learning, online learning and workshops/seminars.

1. Team Based Learning

- a. Teams engaged in action based research. Topics evolve from the team meetings, areas of interest, and needs of the students.
- b. Teams engage in collaborative inquiry into both best practices in teaching and best practices in learning.
- c. Collective Inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness.

Teachers trained in the "Professional Learning Communities" process (seminar by Rick and Becky DuFour) have conducted workshops to enable staff to develop and engage in team based learning.

2. Online Learning

- a. Teachers have advanced professionally through on-line programs and these will continue to be available. (Marygrove, Lee Cantor)
- b. Teachers will have opportunities to attend workshops. (Bureau of Education and Research)
- c. Teachers are encouraged to use their two professional days each school year. Individual professional development days are available for staff members to attend workshops/seminars of their choice.

Through our staff development coordinator, courses are offered for teachers, not only in academic areas, but especially in developing technological skills.

Most importantly, staff members offer formal presentations to their building team members, sharing best practices and areas of expertise, while addressing the needs of staff and students.

These presentations will be available on designated professional development days as well as at faculty meetings.

- Professional Learning Communities meet on a regular basis to review student work, create common assessments, and observe the practices of other team members.

- Professional development is a continuous, ongoing process. Staff members meet weekly to discuss relevant topics and develop strategies which impact upon the students' learning.
- Additional PLC time is arranged when needed. For example, faculty meetings provide additional PLC time as well as ongoing cross grade interaction.
- In-house presenters have the opportunity to share their knowledge with their colleagues.
- Three staff development days are provided by the district for staff to design structured programs to meet their needs.

We will continue our existing partnership with the following educational organizations:

1. Kean University - workshops, seminars, special education and speech programs.
2. NEA, NJEA, and UCEA - workshops on a wide variety of current issues, social and academic as well as current research.
3. NJASCD – on line information and workshops on 21st Century Learning. Seminars are offered on Professional Learning Communities and teacher leadership.
4. Adult learning opportunities are ongoing and embedded in the school day – Success Maker, Waterford, and Smart Board technology.

At present, we have already developed partnerships between departments and grade levels, and we will continue. All special area and special education personal are part of our collaborative teams. Partnerships exist between grade levels. We will continue to plan and develop this critical area.

Teachers will continue to work as collaborative Pre-K to 5 grade level teams. However, teachers do meet cross grade level. In addition, art, gym, physical education, speech, computer, media center, ELL, AAP, child study team, nurse and teacher assistants support staff curriculum specialists are part of the collaborative teams.

“Every adult in the building is responsible for the education of every student.” Believing this, custodial and cafeteria staff and building aides, play an active role in assuring the success of every child.

TEAMS

1. Through formative assessments grade level teams assess the students' learning.
2. Teams develop strategies and ideas to address strengths and weaknesses.
3. Grade level teams meet weekly to:
 - A. to develop common assessments which will be given to all students.
 - B. to analyze the impact of strategies to discover what was effective and what was not.
 - C. to apply new knowledge in the next cycle of continuous and ongoing improvements.
4. There is an ongoing policy which encourages teachers to observe lessons by peers on their own grade level or other grade levels.
5. We are pursuing and encouraging teachers of different grade levels to collaborate on teaching units. For example, a third grade and fourth grade science fair – a second and fourth grade literary unit of study.

Implementing the above strategies ensures that the needs of all student populations are being met.

The goal of the above opportunities is not simply to learn new strategies, but instead to create conditions for perpetual learning.

2. What are some of the key NJ Core Curriculum Content Standard areas:

- Language Arts 3.1, 3.2, 3.4, 3.5
- Math 4.1, 4.2, 4.3, 4.4, 4.5
- Technology – 8.1.4.A.1, 8.1.4.A.2, 8.1.4.A.4, 8.1.4.A.5, 8.1.4.D.1, 8.1.4.F.1

3. Connection between student learning goals/and professional development:

All Professional Development contained in this assessment will by design connect with student learning goals. (See C 1)

4. School communication of the professional development plan to staff members:

All staff members will receive a complete document containing the Professional Development plan. Teachers will meet in small groups to discuss and further implement information contained therein. It is our expectation that the district will support our efforts in implementing our Professional Development plan and its goals.

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.

1. Description of Time Allocations and Supporting Resources Needed

- True PLC advises that every adult is responsible for the education of every child. All building staff must participate in PLC.
- Common grade level preps embedded in the school day.
- Special area teachers have restrictions regarding release time. They need release time to attend meetings.
- Classroom assistants are not included in these collaborative meetings. They need to be included in the meetings.
- Time is only allotted for grade level teachers.

Resources Needed:

- It is imperative that time is made available for all staff to collaborate on how to maximize student achievement.
- Teachers typically use one period per week to collaborate with grade level peers.

Resource Materials:

- The guidance, support, and leadership of our principal and staff members trained in the PLC practices.
- Each grade level was provided with a PLC manual.
- Consultant's expertise – two trained staff members presented an "in house" seminar to our learning community.
- PLC participants were provided with the following publications: "Learning by Doing" and "Professional Learning Communities at Work" - authored by Rick and Becky DuFour.
- Two trained staff members, who have attended seminars, continue to act as resources for continuing PLC development.
- Additional staff members continue to act as resources for continuing PLC development.

Resources and Structures:

- Professional Development books are available for each team.
- An open door policy exists with our principal as a Professional Development resource.

- Our principal has provided educational leadership which serves as a valuable resource to all staff and sufficient attention is paid to the needs and development of all adult learners.
 - Two staff members have continued to be available to assist and to be consultants to all staff members.
 - Meetings are held informally as time permits and as specific needs arise.
 - Committees meet regularly to provide leadership to develop programs and strategies to enhance the learning environment:
 - *School Based Planning Committee
 - *Professional Development Committee
 - *Positive Discipline Committee
-

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?

Ongoing Assessment of the School Professional Development Plan

1. We have developed school based goals and have collaboratively advanced toward meeting these goals.
2. **As evidenced by:** the evidence of advancement and skills as indicated (shown):
 - Teachers no longer teach in isolation.
 - Teachers welcome the sharing of ideas and collaboration, as well as having articulated goals among grade levels.
 - An increased number of teachers participate in a co-teaching model.
3. We have educated staff members through designated in-house professional development and at monthly faculty meetings.
4. Redirection of assessment to be used for improvement in student achievement.

What Will Educators Learn?

As a result of these efforts, educators will:

1. Develop their knowledge of current research, best practices and student needs.
2. Demonstrate a clear understanding of Professional Learning Communities and their role in its implementation.
3. Understand that a collective consciousness of children's needs and broad based willingness for open and honest dialogue is essential.
4. Come to a realization that through collaboration everyone's talents and skills are valued and affect every student's success.

Skills

1. The ability to develop and use action research to achieve success.
2. Work together to develop common formative assessments.
3. Analyze results to identify the specific needs.
4. Brainstorm methods and strategies to remediate and or enhance student learning.
5. Develop the ability to reassess the results of strategies employed.

Behaviors

1. While working in a Professional Learning Community our teachers will: inform and discuss appropriate practices.
2. To encourage each other to respond to all students' needs and issues, regardless, of grade level.
3. Apply 21st century technology to 21st century learning to the appropriate 21st century local school population.
4. Continue to research and collaboratively plan numerous and effective lessons to promote the success of every student.
5. Use technology to communicate professionally.

2. Student Data

1. Student data will be measured by formative and summative assessments throughout the year.
2. Anecdotal records affecting and reflecting on student behaviors.
3. Alternative Assessments
4. Performance Assessments
5. Monitoring Student Behaviors
6. When needed, providing appropriate modifications to assist students with learning.

Objective/Principal/Supervisor Observations:

- Engagement of students in classroom lessons
- Records of parental feedback
- Attendance
- Enthusiasm about learning as evidenced by completion of assessments and independent learning
- Student directed inquiry

3. What additional data is needed to support the program evaluation process?

- Ongoing and additional mentoring training
- Consultation with trained professionals
- Comparative data from previous years
- Examination of plan books
- Evaluation of teacher progress
- Peer to peer observations
- Continue the use of teacher surveys and interviews
- Analyses of demographics, perceptions, student learning and school processes as per "Multiple Measures" (Victoria L. Bernhardt).

Encourage Job Embedded collaboration

1. Scheduling collaboration time
2. Observation of teacher morale and attendance
3. Collaboration between administration and local teachers' union to address job embedded issues.
4. Teacher attendance at job embedded collaborative meetings
5. In the Fall of 2010, we administered a teacher survey and tallied the results. (See Graphs and Questions)

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.

1. Reflection

In the Reflection section we reviewed past practices in education both in the district and in the school. We began to look at what school characteristics have been most successful in helping students achieve at high levels. We realized that we had highly qualified teachers within the school structure.

At present our school is a successful model of a Professional Learning Community. There is assessment and implementation of interventions and enrichment. Our PLCs are ongoing in their development.

Our Professional Development Plan will address the continued refinement of the Professional Learning Communities process in order to constantly and consistently ensure that every student learns. Through implementation of the PLC model we continue to build the capacity of staff as a PLC.

2. Needs Assessment

Our definition of student achievement is stated on our school mission statement.

The findings from our school needs assessment indicated a strong desire for more advanced training in the field of technology.

Our faculty was extremely confident regarding the safety in our school and the consistent effectiveness concerning our school discipline policy. Some teachers shared a need for behavioral strategies for their own classrooms.

The teachers indicated that they would be interested in new strategies regarding homework. Although our staff feels prepared for the Inclusion of Special Needs students in all academic areas, we will welcome new ideas to ensure the success of each student. We are pleased to state that the teachers practice collaborative teaching in their classrooms and are open to creative and innovative techniques. It is notable that there has been a dramatic increase in the number of teachers using an interdisciplinary approach and incorporating technology in their lessons.

As a working professional development community, we will continue to encourage staff members to attend workshops/seminars through the organizations stated in section B. We will continue to allow teachers to share the knowledge they learned with their colleagues at PLC and faculty meetings.

Our staff has focused on relevant and pertinent topics directly related to the development of students' needs. Our staff has benefited and will continue to do so through the use of additional PLC time on staff development days.

Teachers collaborate and develop alternative assessments to meet the specific needs of their students.

Teachers collaborate on state of the art research regarding formative assessments and their use to positively impact student learning.

We are very proud of our students' parents. They are supportive and interested in the success of their children. The teachers schedule conferences to meet with parents to discuss their child's academic progress. Teachers are available to parents and welcome their participation in the classroom. Some teachers provide mini workshops for 4-5 parents to present curriculum, assistance with homework strategies, and address any questions or concerns.

3. Professional Development Goals

Through the knowledge gained from the philosophy of Professional Learning Communities, the teachers will continue develop an instructional program designed to increase student understanding of language arts literacy (LAL) and implement a balanced literacy program. (Refer to building level objectives)

The teachers will continue to receive current technology training, enabling them to advance in their quest for 21st century learning practices.

- Continue to use the PLC process to sustain continuous school improvement
- Develop systems of intervention and enrichment for students who experience difficulty and for those who are already proficient
- Use evidence of student learning to inform and improve professional practice.
- Build consensus for change
- Implement Common Core State Standards through the PLC process

4. Professional Development Opportunities

We have identified the following processes and structures that our school will use to provide professional learning opportunities. They are as stated:

- Common prep time
- Faculty meetings
- Professional development days
- Opportunities (two days per year) for outside professional development
- Cross grade level meetings
- Presentations by school staff in areas of expertise
- Use of available resources for in school "action research"
- Purchase and utilize "training programs" which present best practices in education

5. Professional Development Resources

We have identified the resources that will ensure professional learning is ongoing. They are as stated:

- Time allotted for collaboration with peers
- Resource books and manuals for review and reference
- Resource people
- Grade level collaboration and cross grade level collaboration
- Ongoing assessment of results

- Use of technology embedded in lessons and throughout the school day
- Curriculum content standards, agencies, universities, and current available research

6. Goals for Evaluation

We have identified our goals for the evaluation of our professional development in the second year.

Technology

To what extent is technology being used during instruction?

To what extent is technology available to the students?

Professional Learning Communities

The quality of weekly Professional Learning Communities meetings as evidenced by weekly feedback sheets.

The extent to which teachers follow Professional Learning Communities practice of Assess, Remediate, and Reassess. (Refer to DuFour).

Continually refine the Professional Learning Communities process as we advance in its use to reach our goals of meeting the needs of all students.

REFERENCES

Professional Learning Communities at Work
Best Practices for Enhancing Student Achievement

By
Richard DuFour
Robert Eaker

Learning by Doing
A handbook for Professional Learning Communities at Work

By
Richard DuFour
Rebecca DuFour
Robert Eaker
Thomas Many

Ahead of the Curve
The Power of Assessment to Transform Teaching and Learning
Douglass Reeves, Editor

NJASCD
Article: 21st Century Classroom

Multiple Measures by Victoria Bernhardt

21st Century Skills
Rethinking How Students Learn
By
Bellanca and Brandt (2010)

Attached Materials

Mission Statement & Vision
Connecticut Farms School
2010-2011 Building Level Objectives
2010-2011 Action Plan To Address Subgroups and Strategies
Staff Needs Assessment Survey and Graphed Results
Parent Survey and Graphed Results
Team Feedback Sheet
School Ethnic Summary

School Committee Sheet
K-5 district Goals, Professional Development Goals, and
K-5 District Professional Development Vision and Goals
Pre-K-5 Math and Language Arts District Proficiencies
District Needs Assessment
School Based Planning and Positive Discipline Committee

UNION TOWNSHIP

**CONNECTICUT FARMS ELEMENTARY SCHOOL
875 STUYVESANT AVENUE
UNION, NJ 07083**

**SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2012-2013**

**MRS. MOSES
PRINCIPAL**

2011-2012 Action plan to address Subgroups and Strategies to Address Them

● All student subgroups (GE, SE, LEP, RACE, ED) not meeting the 2011 AYP/SAFE HARBOR indicator as listed below must be addressed:

- Language Arts - 79
- Mathematics – 83

SCHOOL: CONNECTICUT FARMS ELEMENTARY

ACTION PLAN # 1 OF 10

Subgroup	General Education
Describe the root causes of the problem(s)	Ensuring a 10% decrease in the partially proficient general education population on the NJASK state assessment 2012.
Content area missed	Language Arts Literacy
Grade	Three, Four, and Five
Name of scientifically based program/strategy to address problem	<p>Professional Development Workshops and Professional Learning Communities</p> <ul style="list-style-type: none"> • Reading Centers: Students will display working knowledge based on appropriate reading material • Lessons built on skills learned in previous grade. Lessons will focus on reading strategies • Daily oral language review: Written work balance with many genres (short stories, poetry, expository, etc.) • Enhance each student ability to become more sophisticated in grammar usage, mechanics, and sentence structure • Professional Development: Focus on improving areas of weakness as indicated on NJASK 2011 • Incorporate formative assessment to track student learning and teacher instruction • Technology infused: Comprehensive Reading Program; Success Maker and Waterford: To track progress of at risk learners and ensure student learning • Use common prep time for teachers to discuss best practice and share ideas about student learning • Utilize school base planning meetings to get more parent/guardians involved with student learning / Parent Involvement • Teachers will identify the standards by numbers in their weekly lesson plans to ensure alignment with district curriculum and students are learning state and district requirement at grade level • Cross grade articulation – K - 5 • Implement technology/ Success Maker program reading and comprehension • Include standard based extension activities allowing students to demonstrate skills mastery • Create opportunities for multiple activities with various approaches to the same concept to address individual student learning styles / differentiated instruction • Provide accountability on student activities to ensure student mastery of specific objectives
What are the indicators of	<ul style="list-style-type: none"> • Self direct learners

success for evaluating the program/strategy?	<ul style="list-style-type: none"> • Reading fluency • Solid comprehension • Able to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text. • Draw on prior knowledge learned, knowledge of word meaning and other text. • Writers' notebook, reading logs, and journals • Classroom / Formative Assessments and Summative Assessments • District Proficiency Assessments • Progress reports from comprehensive reading programs • Data reports from Access Now, Success Maker, and Waterford • Teacher observation and consultation with principal; explicit teacher instruction in the area of weakness as indicated on NJASK 2011 L.A.L. • Agenda from Professional Development Meetings: Share at staff meetings • Weekly teacher and student conference: Dialogue about student core academic subjects • Agenda and minutes from cross grade articulation meetings • Monthly PTA attendance sheet, teachers' bi-monthly parent teacher conferences, parent volunteer activity sheets <p>79% of General Education Student Population will receive a score of proficient or advance proficient on NJASK 2012</p>
Measurement tool	<p>Teacher assessments: Daily formative assessment results, Weekly and Monthly summative assessment results</p> <p>District Proficiency results</p> <p>Student Written and oral Presentation results</p> <p>Teacher observation Forms</p> <p>Walkthroughs evaluations</p> <p>Students: self analysis using rubrics for all core academic subjects</p> <p>79% General Education Student Population of students will receive a score of proficient or advance proficient on NJASK 2012</p>
Person responsible for implementing program or strategy	Grade level teachers, support staff, principal, and curriculum director

SCHOOL: CONNECTICUT FARMS ELEMENTARY

REVIEW OF 2010-11 Action Plan # 1A of 10

Subgroup	General Education
Content area missed	Language Arts Literacy
Grade	Three and Four
What were the results of the 2010-11 action plan programs/strategy listed?	67.8% of General Education Population received a score of proficient or advance proficient on NJASK 2011 Results of the spring 2011 NJASK 3 and 4 in the area of language arts literacy indicate 67.8%, of General Education Population achieved proficient or advance proficient as compared to 61% in 2010,
What do you attribute the success or decline?	yielding a decrease of 4%. The objective was achieved

	The increased benchmark is a challenge. We have already started making the improvements we need to get to the next level.
--	---

● All student subgroups (GE, SE, LEP, RACE, ED) not meeting the 2011 AYP/SAFE HARBOR indicator as listed below must be addressed:

- Language Arts - 79
- Mathematics – 83

SCHOOL: CONNECTICUT FARMS ELEMENTARY

ACTION PLAN # 2 OF 10

	White
Describe the root causes of the problem(s)	Ensuring a 10% decrease in the partially proficient total population on the NJASK state assessment 2012.
Content area missed	Language Arts Literacy
Grade	Three, Four, and Five
Name of scientifically based program/strategy to address problem	<p>Professional Development Workshops and Professional Learning Communities</p> <ul style="list-style-type: none"> ● Reading Centers: Students will display working knowledge based on appropriate reading material ● Lessons built on skills learned in previous grade. Lessons will focus on reading strategies ● Daily oral language review: Written work balance with many genres (short stories, poetry, expository, etc.) ● Enhance each student ability to become more sophisticated in grammar usage, mechanics, and sentence structure ● Professional Development: Focus on improving areas of weakness as indicated on NJASK 2011 ● Incorporate formative assessment to track student learning and teacher instruction ● Technology infused: Comprehensive Reading Program; Success Maker and Waterford: To track progress of at risk learners and ensure student learning ● Use common prep time for teachers to discuss best practice and share ideas about student learning ● Utilize school base planning meetings to get more parent/guardians involved with student learning / Parent Involvement ● Teachers will identify the standards by numbers in their weekly lesson plans to ensure alignment with district curriculum and students are learning state and district requirement at grade level ● Cross grade articulation – K - 5 ● Implement technology/ Success Maker program reading and comprehension ● Include standard based extension activities allowing students to demonstrate skills mastery ● Create opportunities for multiple activities with various approaches to the

	<p>same concept to address individual student learning styles / differentiated instruction</p> <ul style="list-style-type: none"> • Provide accountability on student activities to ensure student mastery of specific objectives
What are the indicators of success for evaluating the program/strategy?	<ul style="list-style-type: none"> • Self direct learners • Reading fluency • Solid comprehension • Able to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text. • Draw on prior knowledge learned, knowledge of word meaning and other text. • Writers' notebook, reading logs, and journals • Classroom / Formative Assessments and Summative Assessments • District Proficiency Assessments • Progress reports from comprehensive reading programs • Data reports from Access Now, Success Maker, and Waterford • Teacher observation and consultation with principal; explicit teacher instruction in the area of weakness as indicated on NJASK 2011 L.A.L. • Agenda from Professional Development Meetings: Share at staff meetings • Weekly teacher and student conference: Dialogue about student core academic subjects • Agenda and minutes from cross grade articulation meetings • Monthly PTA attendance sheet, teachers' bi-monthly parent teacher conferences, parent volunteer activity sheets <p>79% of White Student Population will receive a score of proficient or advance proficient on NJASK 2012</p>
Measurement tool	<ul style="list-style-type: none"> • Teacher assessments: Daily formative assessment results, Weekly and Monthly summative assessment results • District Proficiency results • Student Written and oral Presentation results • Teacher observation Forms • Walkthroughs evaluations • Students: self analysis using rubrics for all core academic subjects • 79% White Student Population of students will receive a score of proficient or advance proficient on NJASK 2012
Person responsible for implementing program or strategy	Grade level teachers, support staff, principal, and curriculum director

SCHOOL: CONNECTICUT FARMS ELEMENTARY
REVIEW OF 2010-11 Action Plan # 2A of 12

Subgroup	White Population
Content area missed	Language Arts Literacy
Grade	Three and Four

What were the results of the 2010 -11 action plan programs/strategy listed?	62.6% of General Education Students received a score of proficient or advance proficient on NJASK 2010 Results of the spring 2011 NJASK 3 and 4 in the area of language arts literacy indicate 62. 6% of White Students achieved proficient or advance proficient as compared to 61% in 2010.
What do you attribute the success or decline?	The increased benchmark is a challenge. We have already started making the improvements we need to get to the next level.

● All student subgroups (GE, SE, LEP, RACE, ED) not meeting the 2011 AYP/SAFR HARBOR indicator as listed below must be addressed:

- Language Arts - 79
- Mathematics - 83

SCHOOL: CONNECTICUT FARMS ELEMENTARY

ACTION PLAN # 3 OF 12

Subgroup	Black
Describe the root causes of the problem(s)	Ensuring a 10% decrease in the partially proficient total population on the NJASK state assessment 2012.
Content area missed	Language Arts Literacy
Grade	Three, Four, and Five
Name of scientifically based program/strategy to address problem	Professional Development Workshops and Professional Learning Communities <ul style="list-style-type: none"> • Reading Centers: Students will display working knowledge based on appropriate reading material • Lessons built on skills learned in previous grade. Lessons will focus on reading strategies • Daily oral language review: Written work balance with many genres (short stories, poetry, expository, etc.) • Enhance each student ability to become more sophisticated in grammar usage, mechanics, and sentence structure • Professional Development: Focus on improving areas of weakness as indicated on NJASK 2011 • Incorporate formative assessment to track student learning and teacher instruction • Technology infused: Comprehensive Reading Program; Success Maker and Waterford: To track progress of at risk learners and ensure student learning • Use common prep time for teachers to discuss best practice and share ideas about student learning • Utilize school base planning meetings to get more parent/guardians involved with student learning / Parent Involvement • Teachers will identify the standards by numbers in their weekly lesson plans to ensure alignment with district curriculum and students are learning state and district requirement at grade level • Cross grade articulation - K - 5 • Implement technology/ Success Maker program reading and comprehension

	<ul style="list-style-type: none"> • Include standard based extension activities allowing students to demonstrate skills mastery • Create opportunities for multiple activities with various approaches to the same concept to address individual student learning styles / differentiated instruction • Provide accountability on student activities to ensure student mastery of specific objectives
What are the indicators of success for evaluating the program/strategy?	<ul style="list-style-type: none"> • Self direct learners • Reading fluency • Solid comprehension • Able to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text. • Draw on prior knowledge learned, knowledge of word meaning and other text. • Writers' notebook, reading logs, and journals • Classroom / Formative Assessments and Summative Assessments • District Proficiency Assessments • Progress reports from comprehensive reading programs • Data reports from Access Now, Success Maker, and Waterford • Teacher observation and consultation with principal; explicit teacher instruction in the area of weakness as indicated on NJASK 2011 L.A.L. • Agenda from Professional Development Meetings: Share at staff meetings • Weekly teacher and student conference: Dialogue about student core academic subjects • Agenda and minutes from cross grade articulation meetings • Monthly PTA attendance sheet, teachers' bi-monthly parent teacher conferences, parent volunteer activity sheets <p>79% of Black Student Population will receive a score of proficient or advance proficient on NJASK 2012</p>
Measurement tool	<p>Teacher assessments: Daily formative assessment results, Weekly and Monthly summative assessment results</p> <p>District Proficiency results</p> <p>Student Written and oral Presentation results</p> <p>Teacher observation Forms</p> <p>Walkthroughs evaluations</p> <p>Students: self analysis using rubrics for all core academic subjects</p> <p>79% Black Student Population of students will receive a score of proficient or advance proficient on NJASK 2012</p>
Person responsible for implementing program or strategy	Grade level teachers, support staff, principal, and curriculum director

SCHOOL: CONNECTICUT FARMS ELEMENTARY

REVIEW OF 2010-11 Plan # 3A of 12

Subgroup	Black
Content area missed	Language Arts-Literacy
Grade	Three and Four

<p>What were the results of the 2009-10 action plan programs/strategy listed?</p>	<p>62.1% of Black Students received a score of proficient or advance proficient on NJASK 2010</p> <p>Results of the spring 2011 NJASK 3 and 4 in the area of language arts literacy indicate 62.1%, of Black Students achieved proficient or advance proficient as compared to 60% in 2010.</p>
<p>What do you attribute the success or decline?</p>	<p>The increased benchmark is a challenge. We have already started making improvements we need to get to the next level.</p>

☉ All student subgroups (GE, SE, LEP, RACE, ED) not meeting the 2011 AYP?SAFE HARBOR indicator as listed below must be addressed:

- Language Arts - 79
- Mathematics – 83

SCHOOL: CONNECTICUT FARMS ELEMENTARY

ACTION PLAN # 4 OF 12

Subgroup	Hispanic or Latino
Describe the root causes of the problem(s)	Ensuring a 10% decrease in the partially proficient total population on the NJASK state assessment 2012.
Content area missed	Language Arts Literacy
Grade	Three, Four, and Five
Name of scientifically based program/strategy to address problem	<p>Professional Development Workshops and Professional Learning Communities</p> <ul style="list-style-type: none"> • Reading Centers: Students will display working knowledge based on appropriate reading material • Lessons built on skills learned in previous grade. Lessons will focus on reading strategies • Daily oral language review: Written work balance with many genres (short stories, poetry, expository, etc.) • Enhance each student ability to become more sophisticated in grammar usage, mechanics, and sentence structure • Professional Development: Focus on improving areas of weakness as indicated on NJASK 2011 • Incorporate formative assessment to track student learning and teacher instruction • Technology infused: Comprehensive Reading Program; Success Maker and Waterford: To track progress of at risk learners and ensure student learning • Use common prep time for teachers to discuss best practice and share ideas about student learning • Utilize school base planning meetings to get more parent/guardians involved with student learning / Parent Involvement

	<ul style="list-style-type: none"> • Teachers will identify the standards by numbers in their weekly lesson plans to ensure alignment with district curriculum and students are learning state and district requirement at grade level • Cross grade articulation – K - 5 • Implement technology/ Success Maker program reading and comprehension • Include standard based extension activities allowing students to demonstrate skills mastery • Create opportunities for multiple activities with various approaches to the same concept to address individual student learning styles / differentiated instruction • Provide accountability on student activities to ensure student mastery of specific objectives
What are the indicators of success for evaluating the program/strategy?	<ul style="list-style-type: none"> • Self direct learners • Reading fluency • Solid comprehension • Able to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text. • Draw on prior knowledge learned, knowledge of word meaning and other text. • Writers' notebook, reading logs, and journals • Classroom / Formative Assessments and Summative Assessments • District Proficiency Assessments • Progress reports from comprehensive reading programs • Data reports from Access Now, Success Maker, and Waterford • Teacher observation and consultation with principal; explicit teacher instruction in the area of weakness as indicated on NJASK 2011 L.A.L. • Agenda from Professional Development Meetings: Share at staff meetings • Weekly teacher and student conference: Dialogue about student core academic subjects • Agenda and minutes from cross grade articulation meetings • Monthly PTA attendance sheet, teachers' bi-monthly parent teacher conferences, parent volunteer activity sheets • 79% of Hispanic or Latino Student Population will receive a score of proficient or advance proficient on NJASK 2012
Measurement tool	<p>Teacher assessments: Daily formative assessment results, Weekly and Monthly summative assessment results</p> <p>District Proficiency results</p> <p>Student Written and oral Presentation results</p> <p>Teacher observation Forms</p> <p>Walkthroughs evaluations</p> <p>Students: self analysis using rubrics for all core academic subjects</p> <p>79% Hispanic or Latino Student Population of students will receive a score of proficient or advance proficient on NJASK 2012</p>
Person responsible for implementing program or strategy	Grade level teachers, support staff, principal, and curriculum director

SCHOOL: CONNECTICUT FARMS ELEMENTARY
REVIEW OF 2010-11 Action Plan # 4A of 13



Subgroup	Hispanic or Latino
Content area missed	Language Arts Literacy
Grade	Three and Four
What were the results of the 2009-10 action plan programs/strategy listed? What do you attribute the success or decline?	58% of Hispanic or Latino Students received a score of proficient or advance proficient on NJASK 2010 Results of the spring 2011 NJASK 3 and 4 in the area of language arts literacy indicate 58% of Hispanic or Latino Students achieved proficient or advance proficient as compared to 57% in 2010. The increased benchmark is a challenge. We have already started making the improvements we need to get to the next level.

● All student subgroups (GE, SE, LEP, RACE, ED) not meeting the 2011 AYP/SAFE HARBOR indicator as listed below must be addressed:

- Language Arts - 79
- Mathematics - 83

SCHOOL: CONNECTICUT FARMS ELEMENTARY

ACTION PLAN # 5 OF 13

Subgroup	Economic Disadvantage
Describe the root causes of the problem(s)	Ensuring a 10% decrease in the partially proficient total population on the NJASK state assessment 2012
Content area missed	Language Arts Literacy
Grade	Three, Four, and Five
Name of scientifically based program/strategy to address problem	Professional Development Workshops and Professional Learning Communities <ul style="list-style-type: none"> • Reading Centers: Students will display working knowledge based on appropriate reading material • Lessons built on skills learned in previous grade. Lessons will focus on reading strategies • Daily oral language review: Written work balance with many genres (short stories, poetry, expository, etc.) • Enhance each student ability to become more sophisticated in grammar usage, mechanics, and sentence structure • Professional Development: Focus on improving areas of weakness as indicated on NJASK 2011. • Incorporate formative assessment to track student learning and teacher instruction • Technology infused: Comprehensive Reading Program; Success Maker and Waterford: To track progress of at risk learners and ensure student

	<p>learning</p> <ul style="list-style-type: none"> • Use common prep time for teachers to discuss best practice and share ideas about student learning • Utilize school base planning meetings to get more parent/guardians involved with student learning / Parent Involvement • Teachers will identify the standards by numbers in their weekly lesson plans to ensure alignment with district curriculum and students are learning state and district requirement at grade level • Cross grade articulation – K - 5 • Implement technology/ Success Maker program reading and comprehension • Include standard based extension activities allowing students to demonstrate skills mastery • Create opportunities for multiple activities with various approaches to the same concept to address individual student learning styles / differentiated instruction • Provide accountability on student activities to ensure student mastery of specific objectives
<p>What are the indicators of success for evaluating the program/strategy?</p>	<ul style="list-style-type: none"> • Self direct learners • Reading fluency • Solid comprehension • Able to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate text. • Draw on prior knowledge learned, knowledge of word meaning and other text. • Writers' notebook, reading logs, and journals • Classroom / Formative Assessments and Summative Assessments • District Proficiency Assessments • Progress reports from comprehensive reading programs • Data reports from Access Now, Success Maker, and Waterford • Teacher observation and consultation with principal; explicit teacher instruction in the area of weakness as indicated on NJASK 2011 L.A.L. • Agenda from Professional Development Meetings: Share at staff meetings • Weekly teacher and student conference: Dialogue about student core academic subjects • Agenda and minutes from cross grade articulation meetings • Monthly PTA attendance sheet, teachers' bi-monthly parent teacher conferences, parent volunteer activity sheets <p>79% of Econ. Disadvantage Student Population will receive a score of proficient or advance proficient on NJASK 2012</p>
<p>Measurement tool</p>	<p>Teacher assessments: Daily formative assessment results, Weekly and Monthly summative assessment results District Proficiency results Student Written and oral Presentation results Teacher observation Forms Walkthroughs evaluations Students: self analysis using rubrics for all core academic subjects 79% Econ. Disadvantage Student Population of students will receive a score of proficient or advance proficient on NJASK 2012</p>
<p>Person responsible for implementing program or strategy</p>	<p>Grade level teachers, support staff, principal, and curriculum director</p>

SCHOOL: CONNECTICUT FARMS ELEMENTARY
REVIEW OF 2010-11 Action Plan # 5A of 13

Subgroup	Economic Disadvantage
Content area missed	Language Arts Literacy
Grade	Three and Four
What were the results of the 2009-10 action plan programs/strategy listed?	46.6 % of Economic Disadvantage Students received a score of proficient or advance proficient on NJASK 2010
What do you attribute the success or decline?	Results of the spring 2011 NJASK 3 and 4 in the area of language arts literacy indicate 46.6 % of Economically Disadvantage Students scored achieved proficient or advance proficient as compared to 51% in 2010. The increased benchmark is a challenge. We have already started making the improvements we need to get to the next level.



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TEMPLATE FOR
SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2010 -2012

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?

A. Reflection

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained or replicated?

~~2010-2011~~
2011-2012
The 2010-2011 professional development (PD) programs for staff members of the Township of Union public schools continued the practice of scheduling three five-hour days of training. Staff development consisted of district mandated training as well as limited building based training. Topics for these sessions were intended to respond to district and building needs. Such topics included stress management, writing, suicide prevention, differentiated learning, classroom management, and developing professional learning communities (PLC's).

In addition, we have implemented after school programs such as homework club, drama club and lunch programs such as reading groups and chess.

2. How did those opportunities address the needs of staff and enhance student learning?

Examples of staff preferences were based on surveys, faculty meetings, professional learning communities (PLC) meetings, grade-level meetings, and core curriculum content standards.

Projects and lessons created by teachers with newly acquired learning resulted in enhanced student learning. Cooperative groups, hands-on activities, movement, multi-cultural lessons are just a few examples of enhanced student learning. Informal and formal assessments,

discussions, and independent student interest, such as using the library are evidence of student growth.

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.

Although this committee does not have access to all of the professional development evaluations, through our grade level meetings, common planning time, and professional learning communities (PLC) meetings, teachers have been able to incorporate knowledge into the classroom and enhance their practices. This has been documented through lesson plans, public displays, showcases, and performance and portfolio assessments.

4. How has the previous professional learning been aligned to the district and school priorities and key initiatives and programs?

Previous professional learning has been aligned to district and school priorities by required Success Maker and Waterford training. Some of our requests have been fulfilled such as the writing workshop programs and stress reduction.

5. What challenges has the district or school faced in the past in providing professional development?

Challenges our school has faced in the past in providing professional development have been monetary, outreach, and research issues. Too often professional development has been problem-based rather than solution focused.

6. How will these challenges be addressed in this School Professional Development Plan?

We can solicit businesses for equipment, personnel, contributions, and write grants to address the monetary issue. We can develop a network with in and out of district teachers to inspire and enhance learning. Being aware of successful trends and programs via the internet can also aid in our challenges.

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.

B. Needs Assessment

1. What is the school's definition of student achievement?

Our definition of student achievement is meeting the building objectives and goals, which are increasing language arts test scores. However there is a need to emphasize educating the whole student. We have expectations for character development through programs and processes to advance the expectations, which appear to be in levels of low priority. Student success should look like discovery such as in learning centers, theory and practice in real life problem solving strategies, being able to use technology, expression through writing, all of which can result in higher test scores.

2. See Attached.

3. The school committee is using school-based performance and other data to drive the professional development needs in the school by tallying teacher survey results regarding the needs of our school. There were two opportunities to gather information. The results

tell us the following were areas most commonly expressed: technology, learning centers, special needs planning, and classroom management.

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.

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?

C. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school.

Professional development will be designed as workshops and team-based learning. We offer parent nights through Teacher to Teacher. We partner grade levels to collaborate together. These teams work to develop grading rubrics consistent with each grade level. Training in special education inclusion will address students' needs.

2. What are some of the key NJCCCS areas on which the school will focus their professional development?

Language Arts literacy and writing are some of the key NJCCCS on which the school will focus their professional development.

3. Indicate the connection between student learning goals and the professional development within the school.

The teachers have to be trained in accordance with the students' learning needs.

4. How will the school communicate the professional development plan to all staff members?

The school will communicate the professional development plan through the professional learning portal, emails and reminders in writing.

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.

E. Professional Development Resources

1. Include a description of time, allocation, and resources to meet the learning goals.

Time is provided after school hours through PLC's, grade level meetings, and faculty meetings. Due to the lack of common planning time, teachers utilize their lunch breaks as a common planning time. Fellow teachers and outside providers offer expertise. PowerPoint presentations and hand-outs of provided as resource materials. Teachers meet for grade level meetings weekly during their chorus periods. In those meetings, teachers discuss planning, give assistance and ideas of how to implement a new resource and what has been working effectively in their classrooms.

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.

We offer professional development classes after school as well as continuing education programs.

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?

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?

Educators will gain an increased understanding of writing skills, technology, mainstreaming special education student, and parental involvement. Evidence will be more programs related to upgraded areas of learning as well as increased student performance.

2. What student data will be used to determine how these knowledge, skills, and behaviors impacted student learning?

We will use student performance portfolios, informal and formal assessments, and conferencing, reflection, and student test scores.

3. What additional data is needed to support the program evaluation process?

None at this time.

4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?

The School Professional Development Plan will encourage teachers to implement knowledge and experience into their classrooms. Evidence is in teacher's feedback and student performance.

5. What data are needed to answer the following evaluation questions?

We used faculty meetings to get teacher input on needed professional learning as well as the information and suggestions gathered from teacher input in the Professional Learning Communities. We can consider using technology to make surveys on the computer. Surveys are distributed via email, hand-carried mail, newsletter, and website. Feedback will be examined through evaluation forms on the computer.

School Level Professional Development Planning Template

SECTION 3 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.

D. School Professional Development Plan Summary

Key elements of previous professional development we will use as leverage in the new plan will be writing, differentiated instruction, classroom management and stress reduction. Our definition of student achievement is meeting the building objectives and goals, which are increasing language arts test scores. However there is a need to emphasize educating the whole student. We have expectations for character development through programs and processes to advance the expectations, which appear to be in levels of low priority. Student success should look like discovery such as in learning centers, theory and practice in real life problem solving strategies, being able to use technology, expression through writing, all of which can result in higher test scores. List the school's established student learning goals and the other learning needs.

- Increase student learning
- Increase standardized test scores
- Improve character development

E. List your school's professional development goals.

- Technology
- Writing

- Parental Involvement
- Achieving grants
- Special Education
- Pull Out Programs

5. Describe the professional development structures and designs in the school.

Professional development will be designed as workshops and team-based learning. We offer parent nights through the Title 1 Program. We partner grade levels to collaborate together. These teams work to develop grading rubrics consistent with each grade level. Training in special education inclusion will address students' needs.

6. What are some of the key NJCCCS areas on which the school will focus their professional development?

Language Arts literacy and writing are some of the key NJCCCS on which the school will focus their professional development.

7. Indicate the connection between student learning goals and the professional development within the school.

The teachers have to be trained in accordance with the students' learning needs in order to see an increase in achievement in the students.

8. How will the school communicate the professional development plan to all staff members?

9. The school will communicate the professional development plan through the professional learning portal, emails and reminders in writing. Include a description of time, allocation, and resources to meet the learning goals.

Time is provided after school hours through PLC's, grade level common planning meetings, and faculty meetings. Fellow teachers and outside providers offer expertise. PowerPoint presentations and hand-outs are provided as resource materials.

10. 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.

We offer professional development classes after school as well as continuing education programs.

11. 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?

Educators will gain an increased understanding of writing skills, technology, mainstreaming special education student, and parental involvement. Evidence will be more programs related to upgraded areas of learning as well as increased student performance.

12. What student data will be used to determine how these knowledge, skills, and behaviors impacted student learning?

We will use student performance portfolios, informal and formal assessments, conferencing, reflection, and student test scores.

13. What additional data is needed to support the program evaluation process?

None at this time.

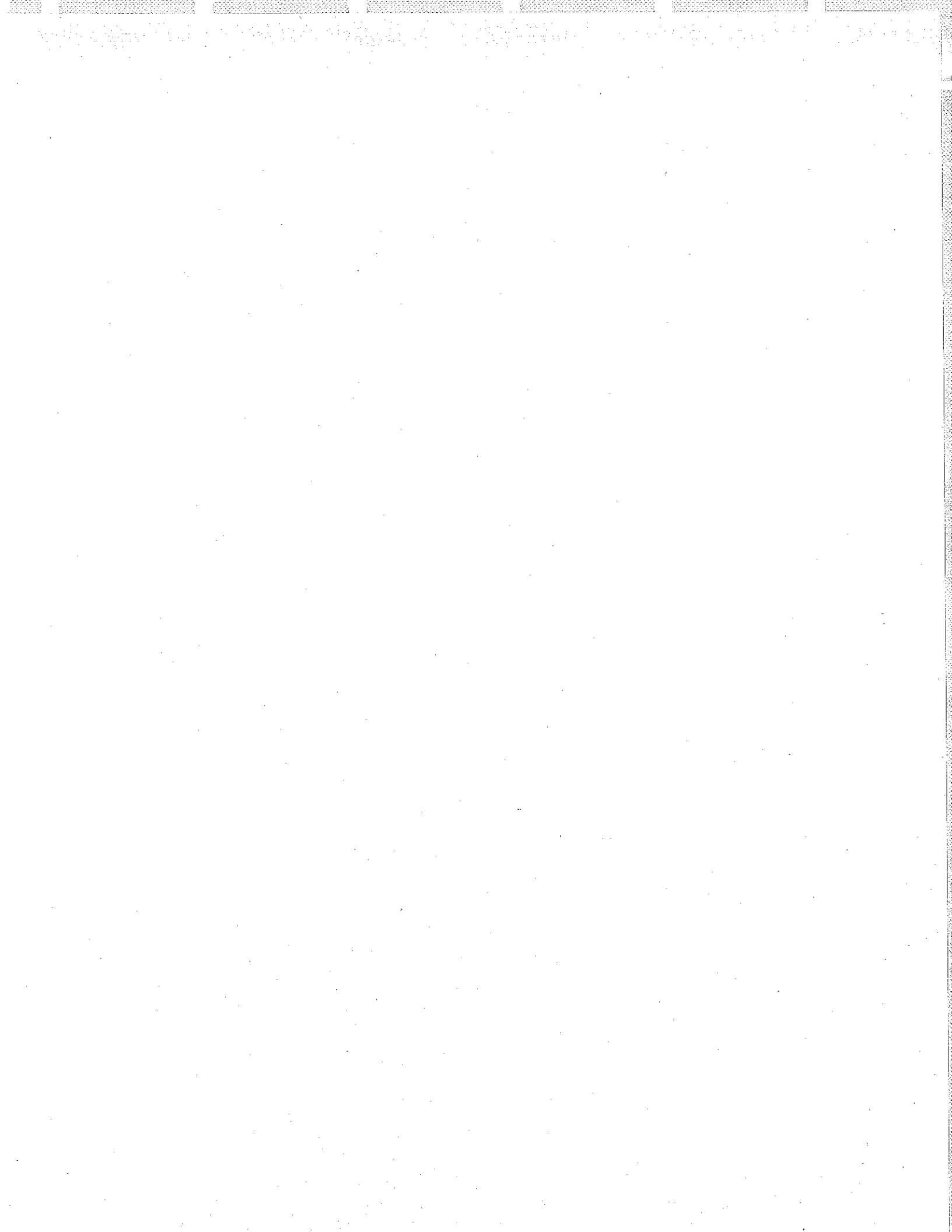
14. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?

The School Professional Development Plan will encourage teachers to implement knowledge and experience into their classrooms. Evidence is in teacher's feedback and student performance.

15. What data are needed to answer the following evaluation questions?

We used faculty meetings to get teacher input on needed professional learning. We can consider using technology to make surveys on the computer. Surveys are distributed via

email, hand-carried mail, newsletter, and website. Feedback will be examined through evaluation forms on the computer.



TEMPLATE FOR

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2010 -2012

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?
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?

1. The 2011-2012 Professional Development (PD) program for the staff members of the Township of Union Public Schools continued to practice the scheduling of three five- hours days of training. These were planned for September 2011, November 2011 and February 2012. Staff development consisted of training for all fifth grade teachers. Topics for these sessions were intended to respond to district and fifth grade needs as identified in staff needs assessments, district goals, assessment results and the New Jersey Core Curriculum Content Standards (NJCCCS). The topics included increasing NJASK5 scores, Using Professional Learning Communities, State Mandated Bullying Awareness, Data Analysis and Differentiated Instruction. After every PD day, the participants are required via online portal (PLP) to respond about the experience. This is helpful when planning for future PD activities.

2011-2012

The 2010-2011 Professional Development (PD) program for the staff members of the Township of Union Public Schools continued to practice the scheduling of three five- hours days of training. Staff development consisted of building based training. Topics for these sessions were intended to respond to district and building needs as identified in staff needs assessments, district goals, assessment results and the New Jersey

Core Curriculum Content Standards (NJCCCS). The topics included Overview from the Division of Youth and Family Services, Technology in the Classroom, Differentiated Instruction, Professional Learning Communities. After every PD day, the participants are given the opportunity via online portal to respond about the experience. This is helpful when planning for future PD activities.

2. The staff learned strategies that could easily be implemented in the classroom. As a result of these PD workshops, teachers were exposed to a variety of web sites, techniques and materials that enhanced overall performance of students within the classroom. Professional Learning communities were established and continued as an ongoing tool.

3. Yes, the feedback is collected via the online port (PLP) once the PD activity has been completed. Through teacher collaboration and the exchange of successful techniques documentation was collected from all staff members.

4. All previous professional learning has been designed to meet NJCCCS.

K-5 District Goals

Goal 1 To continue to improve instruction and raise student achievement

Goal 2 To facilitate negotiations of fair and responsible collective bargaining agreements with employees

Goal 3 To prepare an annual budget that meets the needs of our children and our community

Goal 4 To work with board members to foster communication with external policy maker

Goal 5 To successfully coordinate the Department of Educations NJQSAC monitoring of schools and the district office.

K-5 District Professional Development Goals

Goal 1 To provide educators with opportunities with design developmentally appropriate learning experiences to make core content subject matter meaningful and accessible for all students

Goal 2 To provide educators with Professional Development to create a safe, supportive and respectful learning environment that encourages active engagement in learning

Goal 3 To provide educators with Professional Development to accommodate the needs of all learners

Goal 4 To involve all stakeholders (teachers, Special Services personnel, nurses, parents, guardians, families and community members) in the education of children

Goal 5 To improve student academic achievement through the use of technology and to ensure that all students/ staff are technologically literate

5. Due to the diverse population it is difficult to provide presenters that meet the needs of all and staff. Other challenges are limited funds, limited volunteers and staff on work overload. Availability of outsider presenters is often difficult to schedule because of district selected days (Holiday weekend). Volunteers are required to attend their own workshop and not allowed to be released. The time required for submission of outside presenters was longer this year which made the process more difficult.

The fifth grade students for the first time are split between 3 buildings this year. This has also presented a challenge for professional development.

Due to the diverse population it is difficult to provide presenters that meet the needs of all students and staff.

6. Ideally, this will be job embedded within the school day. Our plan will reflect a need to develop a collaborative culture through the development of professional learning communities in order to achieve the continuity of teacher growth and student achievement.

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.

1. The Mission of Central Five is to provide continuing academic growth and development in a unique environment, which encourages positive adaptation to change. The foundation of our efforts is the belief that all children can learn, that students must be set, and that expectations must be high and clearly communicated. To achieve these objectives, we believe that certain principles and conditions, individually and collectively, must be present. These include responsibility, a curriculum that stresses traditional academic subject areas and a nurturing environment.

2. Needs Assessment Survey – Please see attached pages of survey and data table.

3. The committee assesses school based performance via standardized test scores, pre- and post school- wide test scores, grades from individual classes and Success Maker data. The data is analyzed through summary statements. A data spreadsheet is compiled for individual homerooms.

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.

1. Central Five Building Level Objectives 2011-12

OBJECTIVE #1: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of Total Students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

OBJECTIVE #2: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of African American students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

OBJECTIVE #3: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of Hispanic students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

OBJECTIVE #4: By June 2012, as the result of a locally developed instructional program designed to increase student understanding of language arts literacy, 79% of Economically Disadvantaged students will perform at the proficient level on the Language Arts portion of the NJASK5 and/or a 10% decrease of the number of students who did not perform at the proficient level.

2. Central Five School's Professional Development Goals

- Central Five must make greater use of student data to drive to drive professional learning.
- A regular framework for both horizontal and vertical grade-level articulation should be established.
- Strategies to improve students' language arts literacy should continue to be pursued and further developed.
- Strategies that will accommodate the needs of all students in our diverse population to close existing gaps in student achievement must be developed.
- Adequate funding to meet stated needs, particularly as each building works on its own goals and objectives, must be acquired.
- More collegial collaboration at department and grade level meetings must be modeled, pursued and established as standard behavior.
- Release-time for classroom visitations. In the same subject area both in-district and outside the district should be scheduled to expand awareness of the range of teaching practice.
- We must continue to develop and support collaborative structures in all content areas.
- Training should be offered as needed in content areas identified through analysis of student data.
- Integration of PD goals and activities into our meetings to build a culture of learning among all staff members should be a primary focus of all district activities.
- Differentiation of PD activities based on the level of mastery in areas of focus should be given consideration when selecting professional learning activities.
- Allow for co-teaching collaborative meetings and conferences.

3. Professional Development Goals

- Ongoing support structures for principals and supervisors to enhance their instructional leadership skills
- Classroom management/discipline
- Technology (for example grade-keeping, using the internet in the classroom)
- Differentiated instruction
- Addressing needs of a diverse community/multicultural issues
- Motivating reluctant learners
- Core curriculum content standards
- Open-ended questions/rubric scoring
- Inclusion/mainstreaming

- Learning styles/strategies
- Grade-level articulation
- Conflict resolution/character education
- Educational leadership/facilitator training
- Development of collaborative structures, including data identification and analysis
- Reading/writing strategies for content areas
- Suicide prevention
- Identifying learning disabilities



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?

1. To continue fostering a positive learning culture in Central Five this 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 and district-wide professional learning communities that are focused on broad learning goals for all students and adults in our schools. PLC communities have been established with the building. PLC groups meeting within small areas and then come together in a larger group meeting. Staff will attend workshops both in-district and out of district, participate in in-service opportunities, some will continue their education through college courses and others will incorporate online courses. All staff workshops and courses will be in coordination with the New Jersey Standards for Professional Development.

2. Key NJ Core Curriculum Content Standards

Mathematics

4.1. Number and Numerical Operations

- Number Sense
- Numerical Operations
- Estimation

4.2. Geometry and Measurement

- Geometric Properties
- Transforming Shapes
- Coordinate Geometry
- Units of Measurement
- Measuring Geometric Objects

4.3. Patterns and Algebra

- Patterns
- Functions and Relationships
- Modeling
- Procedures

4.4. Data Analysis, Probability, and Discrete Mathematics

- Data Analysis (Statistics)
- Probability
- Discrete Mathematics--Systematic Listing and Counting
- Discrete Mathematics--Vertex-Edge Graphs and Algorithms

4.5. Mathematical Processes

- Problem Solving
- Communication
- Connections
- Reasoning
- Representations
- Technology

Language Arts

3.1 Reading

- Concepts about Print
- Phonological Awareness
- Decoding and Word Recognition
- Fluency
- Reading Strategies (before, during and after reading)
- Vocabulary and Concept Development
- Comprehension Skills and Response to Text
- Inquiry and Research

3.2 Writing

- Writing as a Process
- Writing as a Product
- Mechanics, Spelling and Handwriting
- Writing Forms, Audiences and Purposes

3.3 Speaking

- Discussion
- Questioning (Inquiry) and Contributing
- Word Choice

Oral Presentation

3.4 Listening

- Active Listening
- Listening Comprehension

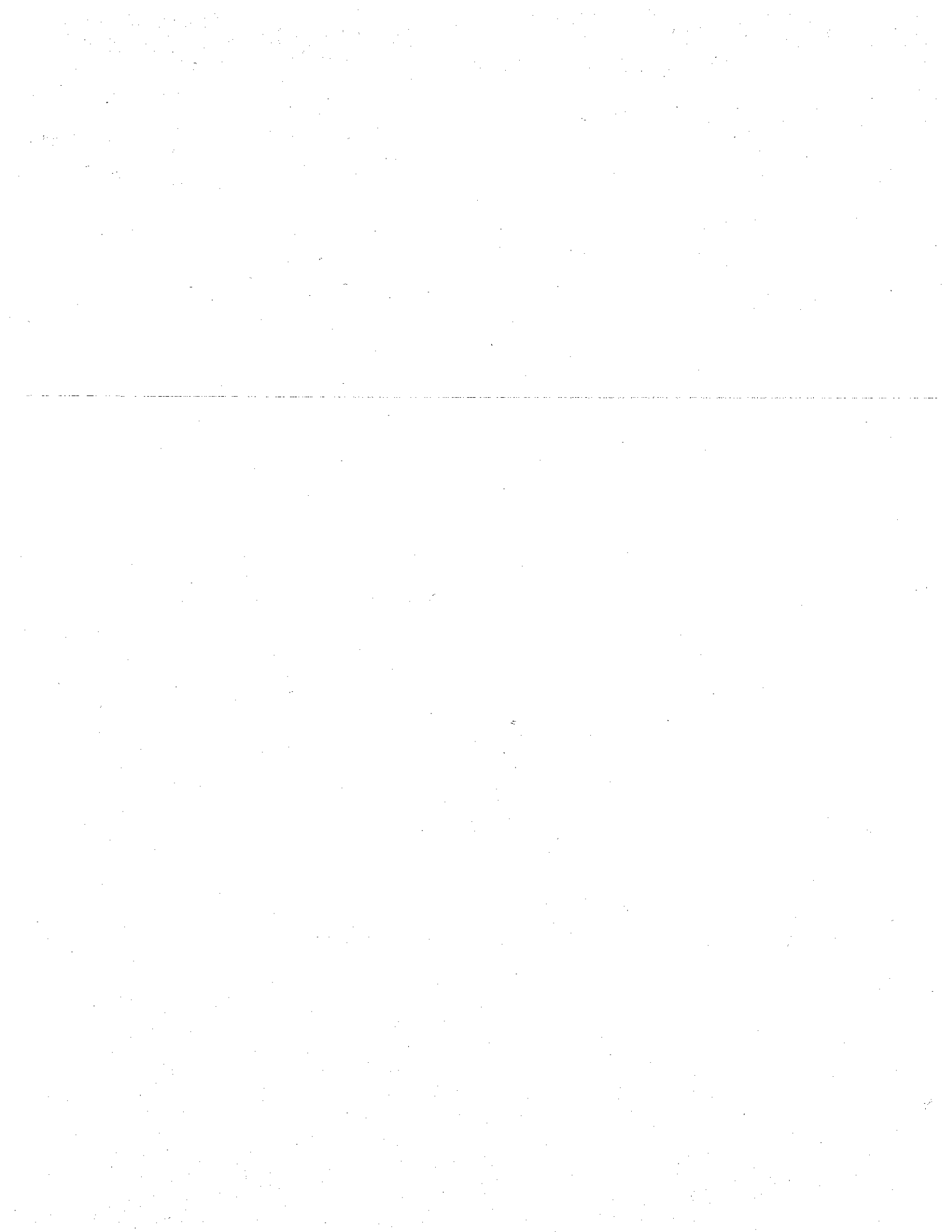
3.5 Viewing and Media Literacy

- Constructing Meaning
- Visual and Verbal Messages
- Living with Media

3. The plan is based on the students' needs and faculty needs.. As identified by the NJASK 5 scores, the PLP evaluations and the needs assessment.

Our goals are developed and our committee is striving to raise student achievement as well as increase professional learning.

4. Staff members receive emails from the Professional Development Committee. All staff has access and is required to use the district portal.



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.

1. Central Five Professional Development Committee will sponsor three building based day that begin at 8:00 am and conclude at 1:00 pm.

Release time for continued Professional Development activities will be implemented within the learning environments.

PLC meetings are held throughout the entire year. They are done during the school day as well as on the required Wednesday staff meetings.

In the future, planning time will be provided for collaborative professional learning.

Expert consultants will be brought into Central Five to address the needs as identified. Staff within the school may also be utilized to turn key information.

2. The contract allows for Professional Developments Days to be taken during the academic year. The Professional Development goal is to provide teachers with release time during the school day to collaborate with other professionals. The opportunity for the staff to attend after school and summer programs will also be an option if chosen by staff.

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?

1. The evaluation reports will demonstrate the evidence needed to support our goals and objectives.

2. School-wide assessments, standardized testing, benchmark scores and Success Maker results will determine how these skills impacted student learning.

3. The additional data needed to support the program evaluation process will be teacher responses and the impact on their classroom activities.

4. It will encourage collaboration between staff members indicated by the evaluation responses and overall discussion of staff at after school meetings.

5. The data is needed to complete the evaluation after the staff has completed a workshop or professional development in-service. Focus groups can be held according to area or subject content based on what the teams/staff feel are relevant to their students' needs.

The evaluation data will be collected and evaluated by the Professional Development committee. Suggestions will be considered for future workshops on an as needed basis.

School Level Professional Development Planning Template

SECTION 3 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.

1. All activities will be building- based to meet the needs of all staff and students at Central Five.

2. Key findings include:

- Modify the curriculum to meet the needs of students
- Differentiated instruction
- Services for students with special needs
- Assessment
- Infusion of technology into teaching

3. Professional development goals include:

- Efforts will be made to ensure that students will receive full benefits of technology
- Show an increase in mathematics competency
- Show an increase in language arts literacy to a proficient level
- Show an increase in the scores of students who are economically disadvantaged or of Hispanic decent

4. The school will provide professional development days for all staff members, in-service workshops, and opportunities for the staff to attend workshops related to their professional improvement plans and opportunities for in-house personnel to enlighten staff members with their expertise.

5. Submission of data and evaluation from staff members will show evidence of ongoing professional learning.

Feedback obtained from the past evaluation data. Supervisor / Principal observation and reports. Plan book will identify the implemented material. Sample of student performance and levels of proficiency.

6. Evaluations and staff feedback will be used to identify whether or not goals were met. A survey will be designed to examine the PD vision and goals. We will continue to redesign the goals to meet the ever changing needs of professional development.

We will continue to use the PLP for feedback. We will adjust the PLP for continued assessment.

Professional Development Needs Assessment Survey

Central Five School Fall 2011

The information from this questionnaire will be used to plan for future staff development programs. Please take time to complete this form and return it to Maura Golding, Professional Development Chair.

Name _____ Classes taught _____

Briefly describe an area of need that you would like addressed:

Please place an "X" beside the topics for which you have an interest/need.

<p>Instruction</p> <p>_____ Similarities and Differences</p> <p>_____ Summarizing and Note Taking</p> <p>_____ Reinforcing Effort & Providing Recognition</p> <p>_____ Homework and Practice</p> <p>_____ Cooperative Learning</p> <p>_____ Setting Objectives and Providing Feedback</p> <p>_____ Generating and Testing Hypothesis</p> <p>_____ Cues, Questions, and Advance Organizers</p> <p>_____ Writing</p> <p>_____ Teaching & Understanding Students in Poverty</p> <p>_____ Strategies for Learning to Read</p> <p>_____ Strategies for Reading to Learn</p> <p>_____ Unit Development</p> <p>_____ Other (Please List)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Curriculum Implementation</p> <p>_____ Content Issues (Please list)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Assessment</p> <p>_____ Developing Quality Assessments</p> <p>_____ Using/Developing Scoring Guides</p> <p>_____ Preparation for Standardized Testing</p> <p>_____ Data Analysis</p> <p>_____ Analyzing Student Work</p> <p>_____ Other (Please List)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Safety and Wellness</p> <p>_____ CPR Training/ EPI pen</p> <p>_____ Other (Please List)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Management	Motivation
_____ Classroom Management Strategies	_____ Motivation and Learning
_____ Other (Please list)	_____ Other (Please list)
_____	_____
_____	_____

Do you feel that you have adequate knowledge about available staff development programs that the district offers?

_____ Yes _____ NO

I can successfully register for the district courses using the portal.

_____ Yes _____ NO

I believe that teachers should regularly receive continuing professional development.

Strongly agree 1 2 3 4 5 strongly disagree

Please rank the following topics identifying those that will most benefit you in your current assignment (with 5 being the most needed).

	5	4	3	2	1
1. Content - Subject Matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Behavior Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Effective Teaching Practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Infusion of Technology into Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Parent Communication/Conferencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Differentiated Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Using Data to Drive Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Special Education- Co teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. ESL Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Group Dynamics: Working in Teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teachers as Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Curriculum Integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Conflict Education/Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Central Five Needs Assessment Survey Data

INSTRUCTION	# of staff interested
Similarities and Differences	0
Summarizing and Note Taking	4
Reinforcing Effort & Providing Recognition	2
Homework and Practice	4
Cooperative Learning	9
Setting Objectives and Providing Feedback	2
Generating and Testing Hypothesis	0
Cues, Questions, and Advance Organizers	1
Writing	4
Teaching & Understanding Students in Poverty	2
Strategies for Learning to Read	3
Strategies for Reading to Learn	5
Unit Development	3
Other <i>Autism, Differentiated Instruction, ADHD, ADD, time management</i> <i>Tiered lesson plans, technology, writing strategies for the low learner, pacing, parental involvement, writing five paragraphs</i>	

MANAGEMENT

Classroom Management Strategies	4
Other <i>stop talking, managing ed students</i>	

CURRICULUM IMPLEMENTATION

Content Issues (Please list)	2
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ASSESSMENT

Developing Quality Assessments	4
Using/Developing Scoring Guides	1
Preparation for Standardized Testing	4
Data Analysis	1
Analyzing Student Work	6
Other (Please List) <i>Rubrics</i>	

SAFETY/ WELLNESS

CPR Training/ EPI pen	6
Other	

MOTIVATION

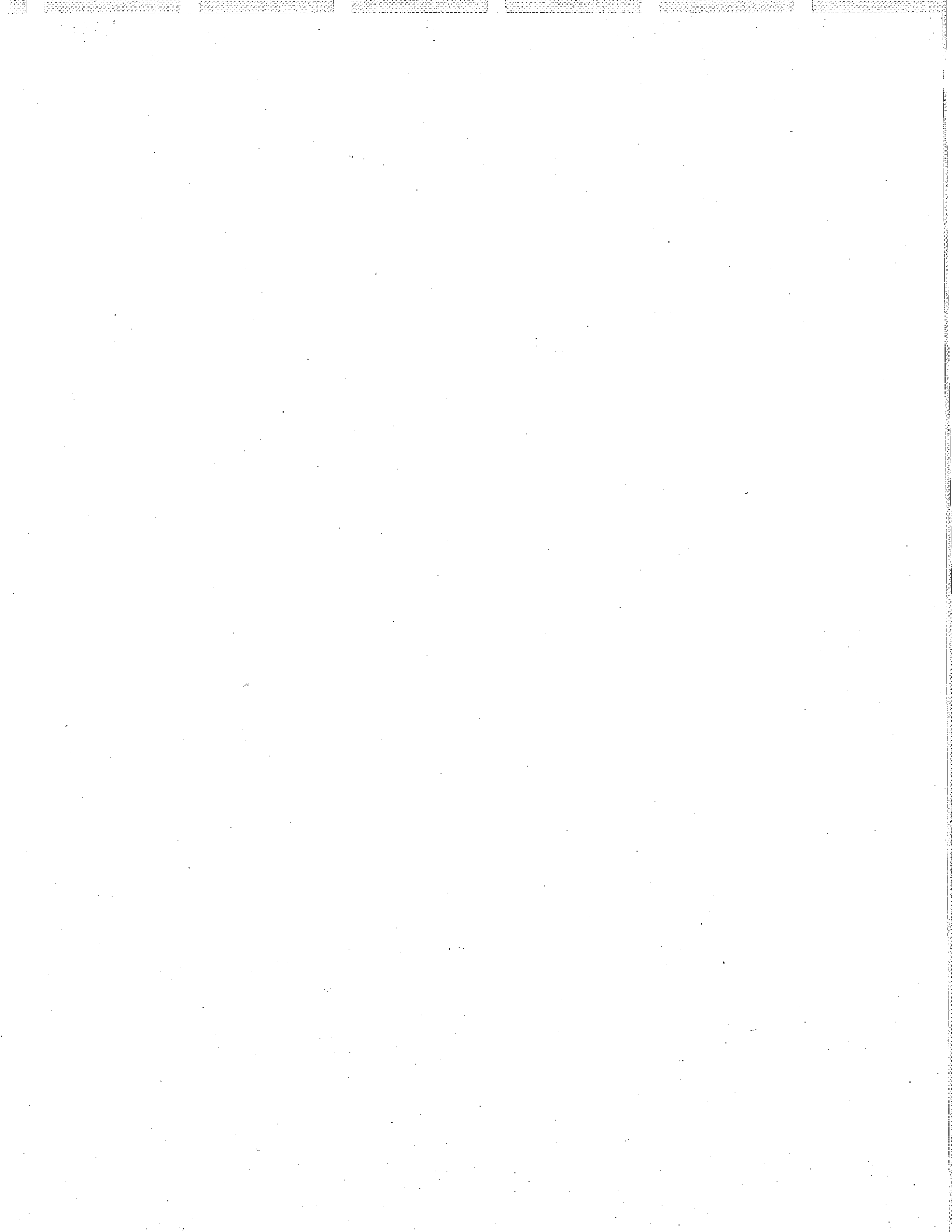
Motivation and Learning	7
Other (Please list)	

Central Five Needs Assessment Survey Data

	YES	NO
Question #1 Knowledge of courses	15	1
Question # 2 Registering	15	0

Teacher should regularly continue PD	Strongly agree	1	2	3	4	5	strongly disagree
		6	4	4	0	2	

	Most needed	5	4	3	2	1
Content - Subject Matter		5	3	5	2	1
Behavior Management		2	6	6	0	1
Effective Teaching Practices		3	7	6	1	0
Assessment		2	7	5	1	0
Infusion of Technology into Teaching		5	10	3	0	0
Parent Communication/Conferencing		3	3	5	3	3
Differentiated Instruction		8	5	3	1	0
Using Data to Drive Instruction		5	2	4	3	6
Special Education- Co teaching		5	4	3	0	2
ESL Strategies		1	1	6	4	5
Classroom Management		1	5	5	5	2
Group Dynamics: Working in Teams		4	3	7	1	0
Teachers as Leaders		0	4	7	2	2
Curriculum Integration		2	7	6	1	0
Conflict Resolution		1	3	7	4	1
Conflict Education/Mentoring		1	2	4	7	1



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.
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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.

1. Hands-on learning, cooperative activities, technology, and bullying.

2. The school's definition of student achievement is the academic growth evident through data supplied by the Pierson program data, as well as benchmark assessments, proficiency assessments, Assess Now, report cards, progress reports, formal and informal observations, tests, quizzes, discussions. Other positive student outcomes that should be considered are formative assessments, social and emotional development, the ability to apply life skills acquired through learning. As educators, we are working to build a positive environment where the students can flourish and grow to their highest academic and behavioral potential, through the use of learning centers, cooperative learning, and character education. Student success will be demonstrated by increased student growth shown in the Pierson program data collected as well as informal and formal assessments. Key findings from needs assessments are as follow: development of writing skills and instruction, Learning Centers implementation and training, Behavior Management techniques, bullying, as well as technology implementation and data analysis.

3. Our professional development goals are based on the needs of the students, identified needs of the faculty, based on benchmark assessments and other types of formative and summative assessments.

4. Three in-service days are provided for all staff as per contract. Additional courses are offered, on teacher time, on a variety of topics based on the needs of the district, through the portal. At the initial expense of staff members they may attend any professional workshop with partial to full reimbursement pending approval. As per contract staff may further their education, with partial reimbursement pending approval. As per contract, staff may further their education, with partial reimbursement options, at any time through local universities and online programs.

Grade level teams meet weekly to create a cohesive learning environment.

Through cross-curricular articulation the individual teacher skills and areas of specialty are emphasized, with a regular meeting schedule, to address the needs of all student populations.

5. Professional development goals are met through various supporting resources including grade-level meetings in which teachers meet during common prep periods during school hours. Staff faculty meetings held every week to discuss goals and specific needs of their particular school culture, PLC Meetings, held monthly, which focus on meeting the needs of district wide goals. Workshops and professional development that correlate with subject areas as well as possible integration/interdisciplinary strategies.

6. Long term and short term goals include staff surveys, teacher feedback, program implementation, effectiveness in the classroom. We will also for ask for feedback, and, wherever possible, incorporate community recommendations into future plans.

TEMPLATE FOR

SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2010 -2012

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?
-
1. Positive aspects:
 - Teacher cooperation
 - Working collaboratively with colleagues
 - Current topics
 - Unique for practical needs
 - Teambuilding activities
 2. These opportunities addressed current needs of teachers and enhanced student learning by providing teachers with necessary instructional strategies and skills.
 3. Teacher evaluation forms are on file that represent their opinions about the benefits of each training.
 4. Professional Learning Communities are a priority in the district and professional learning was introduced in that area.
 5. Challenges:
 - Lack of communication:
 - Professional Development Committee should be notified of scheduling changes prior to registration.
 - Faculty members were scheduled for more than one workshop.
 - Faculty notified at last minute of change in assignment.
 - Conflict with location (i.e. building/department)
 - PD is no longer building based
 - Not enough time - too much information presented too fast
 - Need to follow up more to determine if training was sufficient
 - Lack of professional development for new curriculum being implemented
 - Curriculum is implemented prior to adequate training

6. We have used these challenges to develop our new SPD plan, but since PD is no longer building based, we are not able to implement all parts of the plan. It has been and will be difficult to follow the written plan when we are advised of changes at the last minute.
