

Little Silver Public Schools

Monmouth County

Professional Development Plan

2017-2018

SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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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 Little Silver School District Professional Development Committee (a subcommittee of the District Evaluation Advisory committee/ScIP) believes that educators must be dedicated to a continuous plan of professional development that begins with our commitment to pre-service educators, continues with their induction into the profession via on-going mentoring and district support, and extends through their professional career in education. We further believe that effective educators are lifelong learners, that professional development must be an on-going process of collaboration, refining skills, inquiring into practice, and improving instructional practice.

Overall, the 2016-2017 Local Professional Development Plan (LPDP) was successful in that it addressed the needs identified, attained the goals stipulated and supported staff in their efforts to improve instruction and promote student success (outlined in the plan). The LPDC produced a plan that provided a number of opportunities to further develop skills and knowledge based on the needs identified by the district's stakeholders, test score analysis, the district initiatives, and the Professional Development Needs Assessment. One of the challenges that the Little Silver District faces is getting substitutes for the release day trainings. Additionally, a challenge to meet the diverse needs of the staff population with a small administration. We addressed these issues by providing Ed Camps on the in-service days that had a variety of choices. The goal will be to empower teachers to step forward and become leaders and presenters. The 2017-2018 plan, now developed by a subgroup of the District Evaluation and Advisory Committee/ScIP, will sustain previously initiated opportunities and will implement new experiences necessary to meet the current year's needs, particularly as they relate to promoting student achievement.

To be in compliance with state statutes that require regular training, the district contracted with Safe School Training to provide online professional development for all staff in the areas of adolescence and substance abuse, bullying, harassment and intimidation in schools, child abuse, suicide prevention and Right to Know. Further compliance needed in the area of training were met prior to October 31, 2016. The training took place during one of the five days in the 2016-2017 plan. The crisis prevention tabletop drills were carried out by the staff with their students during the first week of school. The Little Silver Police Department and a representative from the Monmouth County SWAT Team met with district staff. Finally, CPR and EpiPen training was provided to appropriate personnel.

The district believes in ongoing professional development in order to sustain effective programs. Teachers in grades 1-4 participated in Math and Science PD to address the Math and Science initiative throughout the year. The Supervisor of Instruction delivered in house training to each grade level throughout the 2016-2017 school year to support the new Next Generation Science Standards. Kindergarten participated in their first year of implementing Foundations, a new phonics program that will be rolled into grade one next year. Teachers were provided time to collaborate with colleagues in Common Planning Time (CPT) as they worked to use data to drive their instructional practices and promote student achievement. All staff in grades one through eight implemented a new on-line learning and assessment program called i-Ready, published by Curriculum Associates. Training took place several times throughout the year for support.

During the 2016-2017 school year, Virtual Book Clubs again proved to be an additional avenue to learn and grow together with a community of dedicated staff members. Both schools participated in a school wide book club. Point Road staff read and discussed *The Energy Bus* by Jon Gordon and *The Reading Strategies Book* by Jennifer Serravallo. Markham Place ELA teachers read *The Reading Strategies Book*. Both titles were discussed throughout the school year during each respective meetings. In addition this year a committee was formed to review and reflect on the district's grading policy in order to revise report cards. That committee read *Charting a Course to Standards-based Grading* by Tim R. Westerberg.

The Special Education Department offered PD experiences specific to the needs of the classified population. When professional development was not offered in district to specific staff members (i.e. Related Arts, Gifted and Talented, Child Study Team), they had opportunities to attend various out of district workshops. Several content based teachers in Science and Language Arts attended conferences and workshops in their subject areas to maintain current instructional practices and learn more about next generation standards.

The district aligned professional development opportunities with district initiatives, identified by each school by exploring student and staff needs. For the 2016-2017 school year, we continued to support differentiation of instruction for all learners, as well as continued support of building initiatives such as:

- To enhance a comprehensive RTI program that addresses differentiation and intervention strategies for all learners at all levels
- To implement i Ready as a benchmarking tool to impact instructional practices
- To support the implementation of NGSS in 6-8 and to develop science curriculum for grades 3-5
- To support instruction in the area of word study and vocabulary development
- To improve instructional practices in math in order to increase student achievement
- To support current educational technology throughout the district for students and staff

In accordance with the adoption of the New Jersey Student Learning Standards as well as the Next Generation Science Standards, Little Silver has dedicated much time to the revision of curricula documents for math, language arts, science, art, music, physical education, and technology. Using Rubicon Atlas, teachers and administrators have worked collaboratively on these revisions. We are in compliance with the state timeline and

continued to update and revise the pacing and scope and sequence of our curriculum to meet the demands of the upcoming PARCC assessments throughout the year.

Evidence taken from a collection of student data exemplified that these initiatives have had a positive impact on student achievement and instructional practices. The Little Silver 2016 PARCC results supported the notion that our staff utilizes best educational practices that align with the new assessment. Through needs assessments, teacher evaluation, and professional development evaluations, and student achievement results the district continued to collect and evaluate progress.

Finally, the district offered a well-received community-based workshop for parents in the Little Silver region including multiple presentations at PTO, Board of Education, and PAC meetings addressing best educational practices and relevant student development topics.

District Level Professional Development Planning Template

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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 district believes students will achieve on academic, social, and emotional levels if the following skills are acquired: critical thinking, intellectual curiosity, and acceptance of individuals. Realizing these skills will work to help children achieve their full potential as responsible, contributing citizens of an ever-changing global community as they strive to achieve the Common Core Standards at all grade levels.

The Little Silver Professional Development Committee (a subcommittee of the District Evaluation and Advisory Committee/ScIP) helps students achieve these goals by ensuring that professional development will support the district's initiatives (identified in the prior section) since these research-supported initiatives directly relate to student achievement as defined above.

The needs assessment (described in each building plan) was, in part, aligned with the district initiatives. The Assessment of Professional Development Needs began with the implementation of surveys of all district staff in February and March 2017 (see school based plans). The surveys were designed to collect information that could guide development of the 2017- 2018 plan as well as clarify the data collected in the previous year's Professional Development assessment. The assessment asked staff to prioritize their needs. Staff members were invited to share other needs for professional development that were not included in the previously mentioned survey after workshops (evaluation forms), at common planning time, team meetings, principal advisory committees and during staff meetings.

List of District Needs and Requirements 2017-2018 (mandated)

May/June/August 2017 (1/2 day PD, Release Time, Out of District PD)
<ol style="list-style-type: none"> 1. Foundations Grade 1 2. CPI training 3. Danielson focus areas from teacher evaluations (PDP) 4. iReady data mining
September 2017 (3 PD days, Principal's Meeting, Superintendent Meeting)
<ol style="list-style-type: none"> 1. Technology Training 2. Science NGSS 3. iReady reports 4. RTI Direct 5. Crisis Management 6. CPR 7. EpiPen 8. IEP Review 9. 504 & I&RS Review 10. My Learning Plan 11. Kick start Data Collection (set up collection sheets)
October 2017 (PD day, Principal's Meeting, Superintendent Meeting)
<ol style="list-style-type: none"> 1. Standardized Report Cards/Grading 2. Compliance training (including Dyslexia) 3. PARCC planning and preparation 4. SGO planning 5. Trends from last year's PARCC data 6. iReady reports/data mining
January/February/May 2018 (PD days, Principal's Meetings, Superintendent Meetings)
<ol style="list-style-type: none"> 1. PARCC security and preparation 2. SGO check in (Feb) 3. ELA check in 4. Math check in 5. Standardized Report Cards/Grading 6. Science NGSS 7. Other compliance training (Asthma, Lyme's Disease) 8. Foundations Grade 2 (Spring 2018) 9. iReady reports/data mining/data collection

District Level PD	School Based Level	Curriculum Level PD
<ul style="list-style-type: none"> ● School Safety and Crisis Training ● i-Ready training and analysis/ Standards Mastery Tests ● CPR training ● CPI training ● PARCC Review: Math and Reading Scores ● District Data Team- Data Analysis- ongoing ● Setting up and reviewing RTI data collection ● Compliance Training ● Progress Monitoring ● State initiatives ● RTI Direct ● Dyslexia ● Tech Academy: Moving forward with 21st century skills-On going ● MLP OASYS ● I&RS protocols and procedures ● Danielson: Evaluation Criteria and Rubric documentation ● Behavioral Support and Intervention 	<ul style="list-style-type: none"> ● SGO's- October, February and June ● CPT/Team meetings preparation and planning ● PARCC Administration ● Mentoring and New Teacher Training - on going (non-curricular) ● Technology training: Ten Minutes of Tech ● Implementing RTI ● RTI and progress monitoring ● I&RS in a Snap ● Book Clubs 	<ul style="list-style-type: none"> ● Entering and reviewing data ● Curriculum review and pacing adjustments "new for the year" ● NGSS: Next Generation Science Standards K-5 ● ELA: Revisit past Reading and Writing PD; Monitor ongoing implementation ● ELA <ul style="list-style-type: none"> ○ Word Study ○ Vocabulary ○ Foundations (First Grade) ○ Conferring ● Guided Math ● Tech Academy: Curricular Integration ● Summer New Teacher Institute ● Rubicon Atlas: updates as needed ● New Jersey Student Learning Standards ● Standard based report card exploration ● Book Clubs

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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.

Vision Statement

"It is the purpose of the Little Silver School District's Local Professional Development Plan to promote continuous learning and to support all of the community stakeholders (administrators, teachers, support staff, parents, and students) personal and professional goals so as to ultimately promote student achievement."

New Jersey's new definition of Professional Development

(<http://www.state.nj.us/education/profdev/regs/pddef.pdf>), adapted from Learning Forward's 2008 definition, (<http://learningforward.org/who-we-are/professional-learning-definition#.U3O-DNJdV8E>) describes the overall purpose of professional development and delineates specific practices to improve educator and student performance. The new definition calls for professional development that is aligned with student learning and educator needs and embedded in educators' daily work.

It is the belief of the Little Silver School District that all staff members can continually refine their skills and increase their content and "best practices" knowledge base. Little Silver's teachers, paraprofessionals, support staff, parents, and students comprise the community of learners.

It is also the belief of the Little Silver School District that the community acts as a decision-maker and should select, research and study procedures and strategies that will enable personal growth and expand capabilities and skills necessary to increase professional competencies. Encouraging and supporting growth in each member of the community will also result in the expansion of the repertoire of skills; this, in turn, should promote student learning.

To support this ideal, the district will continue to incorporate job-embedded training opportunities.¹ These experiences will include, but not be limited to: having administrators and teachers turnkey for colleagues professional development ideas they explored at off-site workshops, professional conversations (team meetings about curricula, roundtable discussions, etc.), and peer observations of instructional practices.

The district is also committed to fostering professional learning communities. As Dufour (2004) explains, "The professional learning community model flows from the assumption that the core mission of formal education is

not simply to ensure that students are taught but to ensure that they learn.”² This shift will require staff to increasingly focus on student data, including student work, standardized assessment results, and internal assessments used throughout the district.

The professional development goals were established after reviewing data collected from the Professional Development Needs Assessment and after reviewing learning community needs (as determined via interviews and analysis of miscellaneous data, including standardized test scores). Besides addressing the needs of the school district, the goals support the identified student learning goals, the New Jersey Professional Development Standards and the Professional Teaching Standards.

The following goals and objectives continue to drive professional development and student achievement.

2017-2018 District Initiatives

- To enhance a comprehensive RTI program that addresses differentiation and intervention strategies for all learners at all levels
- To implement i- Ready as a benchmarking tool to impact instructional practices and utilize the standards mastery tests
- To support the implementation of NGSS in K-5
- To support instruction in the area of word study and vocabulary development
- To improve instructional practices in all content areas in order to increase student achievement
- To support current educational technology throughout the district for students and staff
- To establish a consistent grading policy that reflects alignment to academic standards

The district’s vision for professional development directly supports the needs inherent in the New Jersey Professional Development Standards for Teachers (see Appendix C). The district’s commitment to high quality professional development should encourage and support staff, who are striving to achieve learning excellence and effect Little Silver’s students’ learning environment, potential, and achievement of the New Jersey Common Core Standards and the New Jersey Professional Development Standards. The vision takes into account all of the needs a student may have in order to effectively grow and mature (i.e. social, emotional, and intellectual needs) by addressing the need for teachers to grow and mature similarly.

It must also be pointed out that the vision supports the needs of teachers as they work to meet expectations outlined in the New Jersey Professional Teaching Standards for Teachers list (see <http://www.nj.gov/education/profdev/regs/def.pdf> for the complete list). As indicated in the vision statement, the district’s approach to professional growth will focus on enhancement of subject matter knowledge and human growth and development. It will also work to help teachers improve techniques when working with diverse learners, expand knowledge about instructional planning, approaches to instruction and assessment, and the building of a communication skills repertoire.

Effective May 5, 2014, the New Jersey Professional Standards for Teachers have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards: Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students; Outline the principles of teaching practice that cut across

all subject areas and grade levels and are necessary to improve student achievement; and Serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

According to InTASC, these updated standards: Articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

AchieveNJ supports ongoing professional learning and growth in several important ways. First, by defining effective practice, district practice instruments impart a consistency of vocabulary and expectations around high quality teaching and leadership, thus providing a coherent framework for identifying educator needs and organizing supports.

Secondly, training on the multiple evaluation measures provides educators with professional learning opportunities to connect their practice to student learning needs.

Thirdly, observation conferences provide timely, evidence-based feedback to inform individual improvements to practice, while multiple sources of data collected through the evaluation system inform professional development planning. The Danielson Framework for Teaching is the evaluation tool used to assess teacher's instructional practices throughout the year. All teachers are observed three times throughout the year and scored in planning and preparation, environment, instructional practices and professionalism. The framework provides opportunity for teacher reflection and suggestions and recommendations for continued growth.

In addition, all of the elements of evaluation contribute to more frequent and focused professional conversations and collaborations around improvements to practice in support of student learning. *“AchieveNJ promotes the development of great educators by creating new structures and strengthening existing ones to provide opportunities for continuous professional learning and development. Through the new evaluation system, AchieveNJ provides opportunities for teachers and school leaders to enhance their knowledge and skills and to align their own professional learning goals with the learning goals for their students.”* For more information on AchieveNJ go to <http://www.state.nj.us/education/AchieveNJ/teacher/PDOverview.pdf>

Finally, it must be noted that the district has worked to be in compliance with all of the federal and state mandates for professional development. The district worked to enhance staff understanding of such topics as suicide prevention, illegal harassment, crisis management, blood borne pathogens, and right to know related issues. The district is also in compliance with the recently adopted requirement that ScIP be established and consulted with when creating a professional development plan for the district.

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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.

It is the belief of the Little Silver School District that all staff members can continually refine their skills and increase their content and “best practices” knowledge base. We provide a variety of professional development opportunities on an on-going, sustained basis.

As mentioned in previous sections, the district’s professional development efforts support district initiatives that promote student achievement and provide staff with other best practice experiences that support instruction.

Individual school learning goals (presented in the last section of this document) support the initiatives. The professional development opportunities provide the backbone for the initiatives and student learning goals. Thus, all three components of the district’s efforts to improve student achievement are integrated. While the district initiatives apply to both schools, the ScIP recognizes that individual school needs may arise during the year. These needs will be addressed in school-based professional development. ScIP provides leadership at the school level not only for the implementation of the district’s teacher evaluation policies and procedures, but also mentoring and professional development supports for teachers.

The school district will also provide staff with online compliance training. Staff may also continue to avail themselves of the district’s tuition reimbursement program if they wish to engage in coursework at an accredited college or university.

Full and half days are allotted each year for professional development experiences. In some cases, workshops are offered on a selection basis and are geared to meet the topics identified from the Professional Development Needs Assessment. The ScIP believes that one of the school district’s greatest assets is the “pool” of experts (district staff) who can share experiences and knowledge of current trends with their peers. Planning time for teachers in grade level and/or content area teams is allotted for staff as well.

Embedded Professional Development will be continued with staff so that they have opportunities to learn from each other and examine the impact that instructional practices have on student achievement. Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning (Darling-Hammond & McLaughlin, 1995; Hirsh, 2009). JEPD is a shared, ongoing process that is locally rooted and makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work (Hawley & Valli, 1999). High-quality JEPD also is aligned with state standards for student academic achievement and any related local educational agency and school improvement goals (Hirsh, 2009). In JEPD teachers primarily draw from the professional knowledge that exists in their own school and among their colleagues (Wei et al., 2009), which is informed by other professional development opportunities that help teachers learn research-based practices (Killion & Roy, 2009; Lieberman, 2000).

The ScIP has embraced the use of sustained professional development opportunities such as those associated with previously implemented on-going professional development opportunities (i.e. institute opportunities). The district is dedicated to continuing to support professional learning communities (PLCs). Teachers will gather to focus on work and reflection required for their professional learning community activity and these efforts support the district's initiatives that promote student achievement. All of the planned professional learning community activities will relate to the district initiatives.

The following lists the Professional Development opportunities that are available to staff to support the State and Local requirements:

1. Professional Development Institute includes:
 - a. Technology Academy
 - b. Ed Camp
 - c. Special Events
2. New Teacher Institute
3. Released Time Professional Development
4. Professional Development Days
5. Embedded Professional Development
6. Professional Book Clubs
 - a. Virtual Book Club
7. Professional Development Portal
8. Common Planning Time (CPT)
9. Online Video Training and webinars
10. Archived Professional Development available in Google Drive
11. State and District Mandated Trainings
12. My Learning Plan District Catalogue

The table shown below reflects a tentative plan for the five allotted 2017-2018 professional development days.

Tentative 2017-2018 District Professional Development Schedule

September 1, 2017	September 5, 2017	September 6, 2017	October 9, 2017	January 12, 2018 (½ Day)	February 16, 2018	May 25, 2018 (½ Day)
<p><u>AM</u> Dr. Kossack's Welcome</p> <p>Crisis Management and Strategic Planning ALL STAFF at MPS</p> <p>PARCC Data Review</p> <p><u>PM</u> Principal's Meeting</p> <p>Teacher Time in Classrooms</p> <p style="color: red;">Set up data collection spreadsheets for your class electronically</p>	<p><u>AM</u> K-2 Science Curriculum Review</p> <p>3-5 Science Curriculum Review</p> <p style="color: red;">Behavior Workshop</p> <p><u>PM</u> RTI Direct Training</p> <p>Surface Pro Training: Beginner and Intermediate</p> <p style="color: red;">Set up data collection spreadsheets for your class electronically</p>	<p><u>1 hour Science Webinars for K-5 on :</u></p> <p><u>Science4Us Science A-Z Mystery Science</u></p> <p><u>3-5 Math Curriculum Review</u></p> <p>6-8 Organizing Small groups in a block schedule</p> <p><u>Time in Classrooms</u></p> <p style="color: red;"><u>Training on new Broadcast Studio Equipment</u></p>	<p>SGO Meetings and Compliance Training ALL</p> <p>Data Collection Review and Upload: RTI Direct</p> <p>Guided Reading Review with Grades K-2 Grades 3-5</p>	<p>Dyslexia Training</p> <p>Data collection & Grade level meetings</p>	<p>SGO Meetings</p> <p>Characteristics of Highly Effective Teachers</p> <p style="color: blue;">Ed Camp Professional Book/Club Talk</p> <p style="color: blue;">Cross curricular articulation</p> <p style="color: blue;">Intervention strategies</p> <p style="color: blue;">Ignite Slam</p> <p style="color: blue;">*New Google Classroom *NewsELA *Tech showcase for Grants *Spelling City webinar *Learning AZ webinar *Nearpod *Cross curricular standard review *Tech Slam *Coding *Broadcast Studio *Atlas Rubicon Updates</p>	<p>End of year tasks</p> <p>Data collection & Grade level meetings</p>

This chart reflects the needs of both buildings. The individual building based plans were merged to create this chart. Specific content based training will be completed during Ed Camp sessions

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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?

The district's professional development plan can be viewed through the lens of the New Jersey Professional Development Standards. Activities and resources made available to the Little Silver learning community are geared towards using job-embedded training and ongoing professional development support for research-proven teaching initiatives.

Workshops that support district initiatives will be embedded during the regular school day as well. Coaching opportunities that focus on both planning and instruction will serve to support teachers in implementing best educational practices. Modeled lessons will promote collaborative discussions and enhance student instruction through reflective conversations. Teachers will work together in small groups across grade levels or by content area throughout the day under the guidance of the director and supervisor of curriculum and instruction, professionals from outside the school district, and knowledgeable staff members. Sparks and Hirsh (1997) point out the effectiveness of bringing together teachers who have like needs.³ The district has relied on this research to validate its focus on bringing professionals to the school district to work with numbers of staff whenever possible.

Institutes are facilitated each year in the district. The institutes are conducted during and after school so that all staff can have an opportunity to take part in the varied experiences. For instance, in 2016-2017 various types of sustained, continuously delivered professional development opportunities targeted specific district needs. The Little Silver Technology Academy aimed at teaching faculty and staff how to use instructional technology in the classroom to engage students. New teachers have been served via the New Teacher Institute and the mentor program. Virtual Book Clubs were offered throughout the year. An EdCamp in October and February served to meet a variety of interests and needs of all teachers. Teachers also were given opportunities to visit neighboring districts to collaborate with like content teachers. These academies will continue in 2017-2018.

These long-term professional development offerings and several days during which faculty share their "best practices" and review student assessment data (including Benchmark assessments, i-Ready, PARCC reports, and a multitude of internal formative tools used district-wide) exemplify the district's commitment to helping

³ Sparks, D., Hirsh, S. (1997). *A new vision for professional development*. Alexandria: Association for Supervision and Curriculum Development.

everyone learn about the knowledge and skills needed to enhance student learning and target instructional goals listed in curricula.

Almost all of the New Jersey Professional Teaching Standards are supported via the multitude of professional development opportunities offered to the learning community in Little Silver. The overall objective of professional development in Little Silver is to improve student achievement. The Teaching Standards are purposed to promote student achievement as well. There is a direct correlation among the Little Silver District professional development objectives and the objectives of the Teaching Standards.

The Little Silver School District (LPD) professional development program will be evaluated on an ongoing basis. An online evaluation form will be utilized to assess workshops and professional development experiences. The form prompts staff to consider how and if the experience will and can impact instruction and enhance the student learning experience. Results of the evaluations will be shared with facilitators and sponsors of the experiences. The ScIP will continue to monitor professional development opportunities. The ScIP will use data and consider whether or not to continue offerings.

The ScIP sees the evaluation process as ongoing and has incorporated a model of continuous evaluation of the program. Assessment of the program begins with the development of the LPD Plan. The ScIP will continue to utilize multiple sources of information, including quantitative and qualitative data.

In order to prepare for next year's professional development plan, the ScIP will review the existing plan, make necessary changes, and adjust its course based on these evaluations. The revised plan will take into consideration emergent strategies and changes affecting the district's initiatives.

The Professional Development Committee will work collaboratively to conduct an on-going evaluation of the 2017-2018 school based plan. Workshop and job embedded training evaluation forms and surveys will be used to gauge the effectiveness of the professional experience. Data will be collected and used to drive decision making for future professional development opportunities. In addition, the school administration will use multiple data sources to assess the effectiveness of the plan. For example, a mid-year update on the progress toward achieving SGOs was submitted to the building principal by each staff member. Additionally, our most recent survey information illustrates that our staff would like more training in the area of highly effective teaching, Google docs, and the PARCC. These areas will be addressed during professional development opportunities next year. Finally, our District Data Team collects and analyzes student achievement data across all curricular areas. This information is shared with administration and the professional development committee to assess the effectiveness of and to make necessary changes to the professional development plan.

District-wide Professional Development feedback forms provided the following information with regard to the PD offerings throughout the 2016-2017 school year:

- Presentation was engaging and Relevant
 - 69% of the staff felt that the presentation was Excellent
 - 26% of the staff felt that the presentation was Good
- Facilitator was knowledgeable about topic
 - 79% of the staff felt the presentation was Excellent
 - 19% of the staff felt the presentation was Good
- Content was presented in an organized manner
 - 26% of the staff felt that the presentation was Good
 - 71% of the staff felt that the presentation was Excellent
- Content was relevant to grade level instruction and standards.
 - 71% of the staff felt the presentation was Excellent
 - 24% of the staff felt the presentation was Good
- Information provided will enhance my instructional strategies.
 - 68% of the staff felt the presentation was Excellent
 - 26% of the staff felt the presentation was Good
- The PD provided opportunities to practice, question and collaborate
 - 66% of the staff felt the presentation was Excellent
 - 26% of the staff felt the presentation was Good
- Workshop was relevant to Little Silver Curriculum
 - 74% of the staff felt the presentation was Excellent
 - 23% of the staff felt the presentation was Good
- Workshop supported best educational practices
 - 71% of the staff felt the presentation was Excellent
 - 25% of the staff felt the presentation was Good

Analysis of the Impact of the School Professional Development Plan on Student Learning

Both schools define student achievement as the ability to apply knowledge and critical thinking skills, to be able to organize and adapt to new situations, act appropriately in social contexts, and exhibit confidence, while achieving grade level benchmarks. The schools feel that achievement should go beyond test scores and be representative of the growth of the whole child.

The School Professional Development Plans summarized in the following section directly influence student achievement. Each plan lists specific professional development support mechanisms that will directly impact student social, emotional, and intellectual development.

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.

The Professional Development Goals for Markham Place School for the 2017 - 2018 school year are:

- To continue to provide mandatory and compliance training
- To support programs such as i-Ready and RTI Direct with training
- To support content area teachers with vertical and horizontal articulation as it relates to student achievement, curriculum and data analysis
- To support technology training as it enhances instruction
- To support understanding of the Danielson Evaluation tool to enhance instruction
- To support specialty area teachers in their efforts to engaged unique professional development opportunities outside of the Little Silver community as it relates to their specific content area
- To implement an MD middle school curriculum
- To deploy new broadcasting equipment and revise technology club to include Broadcast Media Program

The following professional development opportunities are planned to address the above professional development goals, which support student achievement and other learning needs.

- Training and support for i-Ready and RTI Direct: two programs many of the staff are required to use.
- Reviewing the Danielson Framework for highly effective practices
- Sharing and promoting effective instructional strategies in math
- Continued implementation of NGSS aligned curriculum in grades 6 - 8
- Developing curricula, unpacking standards, and aligning practices with NGSS for grade 5
- Continued support and information of PARCC and i-Ready scores in an effort to use the data to inform instruction across content areas
- Articulation and opportunities to observe and collaborate with a variety of districts for all teachers, counselors, school nurse, and Child Study Team members.
- Year-long PD plans with specific topics in all specialty areas; inclusive of workshops for related arts teachers
- Common interpretation and use of rubrics across content areas
- Technology: “ED Camps: and “Ten Minutes of Tech”
- Utilizing IT Technician at team meetings to enhance use of Google Classroom and other associated

applications

- Horizontal and vertical articulation
- Special Education standardization of modifications and expectations
- Special Education articulation before IEP writing
- Special Education Co-teaching pairs planning time
- Special Education progress monitoring tools and strategies

The staff at Markham Place will reach these goals by participating in these professional development opportunities:

- Job embedded training
- Peer coaching/classroom observation opportunities
- Utilization of district professional development days
- Professional literature review/discussion (Virtual Book Clubs)
- Professional development/articulation at Superintendent/Principal meetings
- Alliance with professional organizations and higher education institutions
- Out-of-district professional development workshops

The Learning Goals for Point Road School have been developed with the idea that our primary role as educators is to create a safe learning environment where students become self-directed learners. In order to attain this goal, students must demonstrate a mastery of academic content, exhibit high levels of thinking and produce high quality work. In addition, students should display the individual and collective personal qualities that contribute to an effective learning community. To reach this goal, the school community has the task of taking students from where they are, adding to what they already know and building on what they are able to do. It is our belief that all staff members can continually refine their skills to improve their instructional craft. The Little Silver learning community includes administrators, teachers, instructional assistants, support staff, maintenance/custodial staff, students and parents.

Point Road School will continue to implement PLCs for supporting teachers in meeting their SGOs which relate to the Professional Development goals identified above. SGOs must provide specific, measurable, achievable, relevant and time-bound data in order to be approved for implementation. SGOs are based on initial data at the beginning of the school year, then worked on and implemented throughout the school year with Mid-Course Check Ins and finally measured again at the end of the year for attainment of goals. At the end of the year, once SGOs are available, information will be put into MyLearningPlan OASYS for a final, summative rating.

Based on the School District Goals for 2017-2018, the results of our Professional Development Survey, the results of our student assessments both internally and externally driven, as well as the results of teacher observations, the following Professional Development Goals have been identified for the school.

Point Road School PD Needs for 2017-2018	Ongoing Support for Existing Initiatives
<p>Classroom Management and Culture Goal: Teachers need updated Responsive Classroom training and also need training with how to handle general education students in a setting where special needs students receive preferential treatment.</p> <ul style="list-style-type: none"> ● Support in increasing student stamina and independence. ● Training to assist teaching staff in managing behaviors. ● Support with providing academic choice. ● Responsive classroom ● Collecting data on behavior and developing interventions. <p>Science Goal: Teachers will attain the skills and knowledge necessary to effectively integrate Science into the curriculum in order to promote critical thinking and problem solving skills for all learners.</p> <ul style="list-style-type: none"> ● Support in the implementation and evaluation of the Next Generation Science standards ● Materials/resource review for the Next Generation Science Standards <p>Response to Intervention Goal: Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.</p> <ul style="list-style-type: none"> ● RTI Direct- teacher access, training, and ability to open requests for assistance for students requiring I&RS <p>Balanced Literacy Goal: Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a</p>	<p>Math</p> <ul style="list-style-type: none"> ● “Three Act” Lesson ● CUBES strategies ● iReady data in instruction ● Assessment and data analysis <p>Balanced Literacy</p> <ul style="list-style-type: none"> ● Foundations (Kindergarten) ● iReady data in instruction <p>Technology</p> <ul style="list-style-type: none"> ● Support with the use of Internet-based resources and district purchased online programs that are used for introducing students to new skills, supporting existing student learning, and assessment activities. ● Training to introduce teaching staff to resources and applications that support cross curricular opportunities across all grade levels. ● Provide ongoing district Google PD and curricular integration that includes training in Google Classroom, Google Forms, Google Sheets, etc. ● Training to support the use of Microsoft Surface Pros within the classrooms. <p>MyLearningPlan OASYS</p> <ul style="list-style-type: none"> ● Support with obtaining the skills and knowledge necessary to continue to show growth according to the Teacher Evaluation Model. <p>Related Arts</p> <ul style="list-style-type: none"> ● Out of District Articulation ● Outside PD classes

variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

- Foundations (1st Grade and Special Ed.)