2018-2019 Professional Development Plan

Bound Brook School District Professional Development Plan (PDP) – 2017-2018

District Name	Superintendent Name	Plan Begin/End Dates
Bound Brook School District	Dr. Daniel Gallagher	July 2018 – June 2019

The Professional Development Plan for the Bound Brook School District aligns with the New Jersey Professional Development Standards and requirements, and it describes a vision for learning that is collaborative, continuous, embedded in daily practice, and focused on student achievement. This model builds on and strengthens a culture that supports learning and affords every educator an opportunity to enrich his/her practice.

The district Professional Development Plan provides guidance and a menu of professional development opportunities throughout the year for staff. Professional development will be an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance and teacher self-assessment, identifying possible courses of action, testing new approaches, assessing results, and then beginning the process anew.

The district's approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for effective teaching and learning. The needs of learners in the twenty-first century, along with the Common Core Standards, demand innovative, progressive, and cutting-edge professional development through a variety of formats such as in-service training, workshops, webinars, coaching, modeling, and professional learning communities.

Professional development opportunities will be offered throughout the 2018-2019 school year during:

- Summer months
- Four professional development days built into the district calendar – August 27-29, 2018 and January 21, 2019
- Two School-Based After School Staff Meetings per month
- PLC time built into the school day
- After school as needed
- District offerings of in-district and out-of-district professional development opportunities throughout the school year

The contents of this plan include professional development goals and activities derived from the following:

- ☐ Feedback from building ScIP and DEAC committees
- ☐ District programs and initiatives
- ☐ Required professional development by statute and regulations
- ☐ Needs of new staff
- ☐ Staff surveys
- ☐ Needs of district and school administrators
- ☐ Student performance data

The district believes that sound and practical professional development programs are positive links to establishing effective instructional practices. This will enhance the knowledge of curriculum content, design, and delivery, which will lead to increased student academic achievement.

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Continue to provide professional development to teachers and administrators in all content areas to align instruction with the Common Core State Standards (CCSS) and to support the implementation of all district approved programs.	Administrators and Instructional Staff	• The CCSS require the integration of reading and writing in the content areas. • There is a need to align instruction and curriculum to the CCSS and NGSS instructional shifts and expectations. • Research indicates that balanced literacy and reading and writing integration in the content areas leads to improved student learning and achievement. • District Teacher evaluation and walk-through data indicate a need for teachers to increase their content knowledge and pedagogy in the area of reading and writing. • District and school student data (DRA, PARCC, and benchmark data) indicate that students are lacking the required skills necessary to meet or exceed the Common Core Standards. • 30%-40% of the students are reading below grade level expectations • Teacher and administrator feedback indicates a need to provide professional development on strategies for teachers to better develop writing skills among students.
2	Continue to develop, implement and monitor a culture of thinking and learning which considers the specific needs of each Bound Brook student and the community, supports high academic standards and addresses New Jersey state requirements. *(Student Achievement)*	All District Staff	• Analysis of 2017-2018 staff observation data supports the need for increased professional learning in this area. • Discipline and HIB data indicate a need for professional development in this area. • 2017-18 Culture and Climate Surveys District wide support the need for increased professional learning in this area. • All staff members were required to address differentiated instruction in their 2017-2018 professional development plan.

3	Build capacity of all teachers to engage in continuous professional growth by using high quality, job-embedded, collaborative PL practices. *(Student Achievement)*	Administrators and Instructional Staff	• Analysis of 2017-18 data from formative observations revealed that teachers still need more professional development and support in Questioning & Discussion, Engaging Students in Learning, and Using Assessments in Instruction. • A growing body of research indicates that follow up training is an important strategy for improving teacher effectiveness.
4	Build capacity of all teachers in creating differentiated lessons infused with technology and a focus on higher-level intellectual engagement, enabling students to learn with technological supports while progressing as 21st century learners. *(Student Achievement)* *(Communication)* *(Technology)*	All Instructional Staff	• 2017-2018 staff survey results showed that teachers would benefit from additional professional learning in this area. • Lessons reviewed by the administrative staff through shared lesson plans and the classroom walkthrough process revealed a need to differentiate instruction and incorporate instructional technologies • Increase in student devices for the 2017-2018 school year demonstrated a need for the design of engaging instructional plans for students that incorporate available technologies. • Analysis of data by ScIP/DEAC revealed need to incorporate higher levels of student intellectual engagement (Bloom's Taxonomy) in instruction.
5	Enhance teachers and administrators knowledge of what teaching practices that focus on Social and Emotional Learning looks like in the classroom and enhance the ability of administrators and teachers to knowledgeably engage in dialogue on SEL within the TEAM process. *(Student Achievement)*	Administrators and Instructional Staff	• 2017-2018 staff survey results showed that teachers would benefit from additional professional learning in this area. • Teachers have begun implementing evidence-based SEL strategies in classrooms and have begun to reflect on the instructional and implementation process. • SEL practices are being integrated into other school activities • Analysis of data by ScIP/DEAC revealed need to incorporate additional trainings and support in this area. • Feedback from Parents and community members indicates additional opportunities are needed to better reach our student population and increase student achievement..

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	- Instructional staff will be offered monthly content area professional learning opportunities in the following areas: ✓ Classroom Management ✓ Collaborative Teaching ✓ Professional Learning Communities ✓ Use of Teacher Evaluation Data ✓ Team Teaching Strategies ✓ Tiered Interventions to Improve Academic Achievement ✓ Addressing Students with Learning Needs, i.e., G&T and LEP ✓ Supporting Induction and Mentoring ✓ Effective Classroom Use of Technology ✓ Early Intervention Strategies ✓ Addressing Different Learning Styles including Disabilities ✓ Use of Student Data & Assessment to Improve Learning - Instructional and support staff will receive job embedded learning opportunities - Teachers will continue to utilize PD Days, vertical and horizontal articulation, department meetings, and school-based meetings to continue to develop a greater understanding of the standards and aligning teaching strategies to the instructional shifts entailed by the CCSS. - Building-level administrators will attend district trainings and participate in workshops and seminars offered by high quality providers identified by the district on CCSS alignment. - Assistant Superintendent will increase articulation with local districts, and Rutgers University Teacher Preparation Program.	- Principals and content supervisors will provide time and support for school- based collaborative teams to develop aligned instructional units and assessments that support cross-curricular content. - Staff members will receive job embedded professional learning opportunities (via Supervisors, Leaders, Interventionists). - Professional Development reports will be generated from MyLearningPlan (workshop evaluations, attendance, etc…) - External professional development training information will be provided via the district's website. - Survey staff periodically to assess professional development needs - Assess the impact of professional development opportunities that are offered through evaluations and data collection - Periodically evaluate the implementation of, and results achieved by, the school-wide program, using indicators of academic achievement; - Determine whether the program/activity has been effective in increasing the achievement of students in meeting the State's academic standards - Revise plans as necessary based on the results of the evaluation to ensure continuous improvement of students in the school- wide program - Establish protocol for observing colleagues and sharing best practices and/or implementing lesson study. - Sustain communication across staff and administration. - Identify desired, curricular outcomes.

| 2 | • Staff members attend weekly PLCs/Team Planning and two monthly staff meetings (Comprehensive Master Schedule of Professional Development)
• Novice and new teachers will receive monthly professional development and collaborate with their mentors (Comprehensive Master Schedule of Professional Development)
• Teachers will receive training, including refresher training when needed, in the teacher evaluation instrument and development of Student Growth Objectives (SGOs).
• Grade level teams will develop and establish use of common rubrics and graphic organizers within subjects and across grade levels.
• Staff training on the implementation of Restorative Practices.
• Building-level administrators will participate in district-sponsored training on supporting teachers in developing SGOs.
• Developing a scheduled protocol for regularly analyzing data and planning for instruction.
• Establish protocol for observing colleagues and sharing best practices and/or implementing lesson study.
• Survey students at the beginning of the school year to assess learning styles. | • Teachers and school-based collaborative teams will view and reflect on videos of exemplary practice.
• Principals/Supervisors will continue to support teachers in the application of learning to practice.
• Utilize ScIP members and data teams to monitor student performance.
• District-wide initiative to require all staff to maintain student data binders.
• Staff members will work with their collaborative teams to analyze data from assessments.
• Professional Development reports generated from MyLearningPlan (workshop evaluations, attendance, etc…)
• External professional development training information will be provided via the district's website.
• Survey staff periodically to assess professional development needs. |

3	• Principals will provide teachers with support as outlined in their respective school's PDP. All school PDPs include a goal and school-wide professional learning activities aligned with this goal. • Principals will work collaboratively with the building level ScIP committees to gather input from staff so as to inform PD opportunities and help design, schedule, and/or facilitate professional learning opportunities, such as PLCs. • Principals will gather input from peers, staff, and other districts/schools to create a schedule with dedicated time for PLCs and student intervention and enrichment. • The district will provide funding for various out-of-district training that enhances teacher practice on addressing the NJ Student Learning standards. • The district will require staff to submit lesson plans on Genesis and collaborate using Google Docs. • Administration and instructional staff will review student work and student assessments during school- based meetings and PLC opportunities.	• Teachers will work with their respective school leaders and colleagues to implement and/or refine job-embedded, collaborative PL practices. • Academic Support teachers will work collaboratively to analyze student performance data to determine future PD needs and student interventions. • District leadership will share related articles in educational publications that that address school and district PD goals. • Teachers will view and discuss with colleagues videos showcasing sound instructional practices (using Learn). • Teachers will be encouraged to visit their colleagues' classrooms to observe lessons that promote high student engagement in learning. • Teachers will implement new strategies guided by evidence (e.g. student work products, observed student engagement) of impact. • Teachers will participate in recommended trainings and webinars. • Teachers will create documentation to support meeting objectives.
4	• Further efforts to support Google Apps for Education. • Use teacher websites as an extension of learning to support flipped classroom. • Increase use of school management system; provide parents to access community portal. • Principals and Assistant Superintendent will review 3 year Technology Plan to support their respective building. • Survey staff to measure skills and comfort level using technology in the classroom. • Support from experts in target areas. • Support teacher–led professional development courses. • Integrate project-based lessons and activities that support technology. • Develop assessments that simulate PARCC. • Peer coaching model. • All staff PDP's include technology and staff observations.	• Continue increasing student devices. • Increase 1:1 program K-6 • School technology trainers will provide assistance on a school level. • Professional Development reports generated from MyLearningPlan (workshop evaluations, attendance, etc…) • External professional development training information will be provided via the district's website. • Utilize school-based meetings to showcase technology resources and demonstrate activities and lessons. • Develop and design related-arts courses that support 21st century learning. • Modify Technology Curriculum, if necessary. • Develop and design digital assessments. • Continued work with experts in target areas. • Data collection to survey staff needs and monitor technology use. • Further design school practices around GAFE. • Prepare for PARCC. • Continue to guide staff PDP's.

5	• Trainers from evidence-based programs will provide on-going professional development, to ensure that continued implementation staff (e.g., administrators and teachers) are grounded in theory, principles, and strategies. • Expansion of SEL Instruction in Classrooms to create a consistent environment of support for students' social and emotional development. • Creation of a steering committee, including the principal, to revisit all SEL planning and implementation activities at bi-weekly intervals to determine if changes or adaptations are needed to improve programming. • Steering committee works with staff to review all school activities to maximize the integration of SEL in the school. • Nurture Partnerships with Families and Communities that effectively support and integrate students' social, emotional, and academic development. • Regularly share information about the school's SEL programming and celebrate successes with staff, families, students, and community members. • All staff PDP's include SEL and staff observations.	• Commit resources for ongoing professional development and provides opportunities for reflection and feedback for all school staff (e.g., teachers, support staff, playground monitors, custodians, etc.). Increase 1:1 program K-6 • Evaluate Practices and Outcomes for Continuous Improvement. • External professional development training information will be provided via the district's website. • Develop Infrastructure to Support SEL Programming. including policies, funding, time, and personnel to ensure that it remains a visible priority in the school and is therefore more likely to be sustained. • partnerships can provide financial resources and external expectations to sustain SEL programming, and provide additional support for students to reinforce SEL skills they are learning in school. • Continued work with experts in target areas. • Continue to guide staff PDP's.

3: PD Required by Statute or Regulation

State-mandated PD Activities
- All staff will be trained on the following mandated professional development as it applies to their specialty, grade level, or department: - Dyslexia   - Suicide Prevention   - Harassment, Intimidation, and Bullying   - School Safety and School Safety Teams   - Law Enforcement Operations   - Gang Awareness for New Administrators   - Student Code of Conduct   - Electronic Violence and Vandalism Reporting System (EVVRS)   - Recognition of Substance Abuse   - Janet's Law   - Asthma, Blood Borne Pathogens, Communicable Diseases, use of Nebulizer and Diabetic Student Health Plan   - Glucagon and Epinephrine Administration   - General Student Needs Recognition   - Alcohol and drug awareness for Employees   - Educator Evaluation for teachers and staff conduction observations of teachers and school administrators   - Interscholastic Athletic Head Injury and Safety, Cardiac Screening; and Athletic Screening   - Ethics, Law, Governance, Harassment, Intimidation, and Bullying   - Equity and Affirmative Action

4: Resources and Justification

Resources
The Bound Brook School District identifies district needs on an on-going basis. This needs assessment includes an investigation of specific professional development and training opportunities for all staff. Central office administration works collaboratively in order to properly budget for the relevant needs of staff, including the professional development offerings that are reflected in this plan. To meet the needs of the district's schools per this plan, the initial recommendation is to allocate funds from Title II and the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, substitute teachers salaries and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that four full days during the school year will be dedicated for professional development activities. Additionally, a minimum of 1-hour monthly Professional Development opportunities will be scheduled through staff meetings. Professional development activities involving work by collaborative teams will be implemented through common planning time opportunities at each school. Substitute coverage for classroom planning, observation, reflection, and curriculum initiatives is available as needed. A scheduled protocol is in place for regularly analyzing data and planning for instruction to support teachers in their facility with planning and delivering small group, differentiated instruction. The Professional Development Plan will serve as a reference to support all professional development initiatives.

Justification
An in-depth data analysis of state standardized test scores, local benchmarks, school profiles, and performance targets, and regular meetings of PLCs/committees have identified priority areas related to the consistent and successful implementation of the NJSLS and AchieveNJ. Emphasis will be placed on data to drive instruction, literacy, targeted student subgroups, and teacher evaluation. In order to provide these beneficial and personalized experiences, collaboration must occur at the building and district level, encompassing specific staff needs, as aligned with curriculum, instruction, assessment, budget, and special programs. The fiscal impact of the professional development program is monitored by administration regularly in order to properly balance addressing the needs of the district in a fiscally responsible manner.

Signature: _____   _____

          Superintendent Signature   **Date**

Professional Development 2018-2019

Dates:	Participants:	Topics:	Presenters:
May 21, 2018	Voluntary for teaching staff	Self Care for Teachers: Yoga and Meditation	Anchored Minds and Bodies: Maria Usewick
May 10, 2018	Select Administrators	Link It: Users Group	Link It: Chad Marcus
May 30, 2018	Select Administrators	Link It Principal's Academy	Link It: Chad Marcus
June 4, 2018	Select Administrators	Garden State Summit	Google: Rich Kiker
June 22, 2018	Voluntary for teaching staff	iREAD training	HMH: Gabrielle Monahan
June 25-29, 2018	Voluntary for teaching staff	Orton Gillingham	Orton Gillingham Online Academy: Marissa Bernard
June 26, 2018	Administrators	Disproportionality and Equity	Edward Fergus
July 2, 2018	Administrators	Stronge Inter-rater Reliability	Stronge and Associates
July 16/17, 2018	Select Administrators	Data Forward Summer Institute	Link It: Chad Marcus
August 15, 2017	Select Administrators Select staff	Hunterdon County Tech Fest	Hunterdon DOE
August 20, 2018	All Teachers new to the District	New Teacher Academy: Stronge	Stronge and Associates
August 21, 2018	All Teachers new to the District	New Teacher Academy: Technology, Curriculum Overview, Restorative/Responsive training, building based	In District- Principals, Teachers, IT Staff
August 22, 2018	All Teachers new to the District	New Teacher Academy: SIOP	Kristi Bruscia
August 23, 2018	Coaches Voluntary for teaching staff	CPR/AED Training	TBD
August 27, 2018	Administrators, All Teaching Staff	LINK IT	Chad Markus, LINK IT
August 28, 2018	All 7-12 Staff	Restorative Practices Refresher/Engaging Students	IIRP
August 28, 2018	All PK-6 Staff	Responsive Classroom Refresher/Engaging Students	TBD
August 27-29, 2018	Aides	Insight Training Passive Restraint Training ABA and Behavioral Needs Training	Insight Kelly Agoglia and Erika Hill

August 29, 2018 (May run ½ days on 8/27-8/29)		Curricular Focus: PK-K Teaching Strategies GOLD and KEA 1-2 3-6 7-8 Block Scheduling/Pearson 9-12 Block Scheduling/Pearson	Karen Oakes Bullard Teacher's College
August 29, 2018	Staff providing Extended School Day	iREAD, Systems 44, READ 180, MATH 180	HMH: Gabrielle Monahan
August 29, 2018	District Counselors	Coordination of Services	Jess Luteran
September 2018	District Nurses	School Nursing and School Health	Somerset County School Nurses Association
September 2018	Elementary ESL	Smarty Ants-Achieve 3000	Achieve 3000
September 2018- June 2019	All Teachers new to the district	New Teacher Academy: Topics included in District Mentoring Plan	District Administration Building Principals Kristi Bruscia
September 2018- June 2019	All Staff	AWARE: Mental Wellness Initiative	County Agencies Assistant Superintendent
September 2018- June 2019	All Teaching Staff	Differentiation, subject specific training, center based learning, interdisciplinary connections	Rutgers GSE
October 2018 and January 2019	Teachers working with ELL's	SIOP Refresher	Kristi Bruscia
First Monday of Every Month	All PK-6 Teaching Staff	Topics determined through observation, evaluation, test data, and ScIP	In District- Teachers, Principals, Assist. Superintendent
First Monday of Every Month	Insight Aides	Topics determined through observation, evaluation, and programming	Insight Assistant Superintendent
First Monday of Every Month	All 7-12 Teaching Staff	Professional Learning Communities: Restorative Practices	In District- Teachers, Principals, Assistant Superintendent
January 21, 2019	All Staff	Topics determined through observation, evaluation, test data, and ScIP	In District- Teachers, Principals, Assistant Superintendent

*Tentative and subject to change