

District-Level Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Spotswood Public Schools	Graham Peabody	July, 2018 - June, 2019

1: Professional Learning Goals

	Goal	Identified Group	Rationale/Sources of Evidence
1	Build capacity of evaluative staff to provide quality feedback to teachers.	Evaluative school leaders	<ul style="list-style-type: none"> ● Quality, targeted feedback during post-conferences is essential to promote teacher professional growth. ● Research supports the positive impact of effective feedback on teacher performance and student learning (Wiggins, 2012).
2	Teachers and support staff will increase knowledge of differentiated instruction and learn how to effectively implement two differentiated instructional strategies: student choice and tiered assignments.	All district teachers and leaders	<p>Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as “a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student’s growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum.” Further, differentiated instruction</p> <ul style="list-style-type: none"> ● meets the needs of diverse learners ● accommodates students with learning disabilities ● stimulates creativity ● raises the bar for all learners; and ● can motivate the unmotivated learners.
3	Teachers and support staff will implement a systematic and coordinated approach to incorporate Social Emotional Learning (SEL) as a means to enhance students’ abilities to interact socially, self manage,	All Schoenly Staff	<p>According to CASEL (2011), a coordinated SEL approach supports students in developing key competencies, aside from academics, which greatly affect students’ success in school and in life. These competencies include self awareness, self management, social awareness, relationship skills, and responsible decision making. According to research,</p>

	<p>problem solve, and make responsible decisions.</p>		<p>promoting these competencies in students results in positive social behaviors, less emotional distress, fewer conduct issues, and improved student achievement.</p>
<p>4</p>	<p>Teachers and support staff will refine and extend efforts in Professional Learning Communities (PLCs) to employ data driven decision making, develop a shared vision, and foster action research in areas related to student achievement, school climate, instructional practices, differentiation, and community partnerships.</p>	<p>All Schoenly Staff</p>	<p>After establishing a framework for PLCs at the elementary level in the 2017-2018 school year, further refinement is necessary to elevate efforts from collaborative study to a true action research model. In addition to the research and discussions, the focus will shift to enacting and sustaining school improvement within each group.</p>
<p>5</p>	<p>Teachers and support staff will implement, refine and/or extend their use of progress monitoring tools in an effort to track student progress and identify appropriate interventions to ensure students are meeting and/or exceeding established goals and expectations.</p>	<p>All Appleby Staff</p>	<p>Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measures, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).</p> <p>Progress monitoring is used to assess students' academic performance, to quantify a student's rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction and/or intervention for an individual student or an entire class with the purpose of helping teachers to continually evaluate the effectiveness of their teaching and make more informed instructional decisions.</p>

6	<p>Teachers and support staff will refine and extend efforts in Professional Learning Communities (PLCs) to employ data driven decision making, develop a shared vision, and foster action research in areas related to student achievement, school climate, instructional practices, differentiation, and community partnerships.</p>	All Appleby Staff	<p>After establishing a framework for PLCs at the elementary level in the 2017-2018 school year, further refinement is necessary to elevate efforts from collaborative study to a true action research model. In addition to the research and discussions, the focus will shift to enacting and sustaining school improvement within each group.</p>
7	<p>Improve communication within the building, particularly between EC Clubs, athletics, and the office and custodians.</p>	All Memorial Staff	<p>While our teachers and staff do an excellent job of going above and beyond in fulfilling their responsibilities as coaches and club advisors, there have been many occasions that the office staff is unaware of scheduled events and or cancellations and the custodial staff is unaware and unprepared to meet the needs of these clubs and teams. This has the potential to make it difficult to respond to questions or concerns and can create a safety issue when it comes to knowing where students are.</p>
8	<p>Increase collaboration and consistency within grade levels and departments.</p>	All Memorial Staff	<p>Staff members have limited time to meet with colleagues from their grade level as well as their departments due to schedules that do not all match up with regards to prep time. This can make it difficult to share lessons, develop consistent instructional strategies, and discuss student or program concerns.</p>
9	<p>Expand upon job embedded professional development opportunities among staff and foster an environment of continuous improvement.</p>	All Memorial Staff	<p>Feedback from staff regarding opportunities for peer visits this year was overwhelmingly positive. Staff members felt that it provided them with the chance to learn from colleagues that they otherwise would not have had the chance to observe teach. Continuing to create job embedded PD opportunities will help to take advantage of the knowledge and practices that are already being used successfully within the building.</p>

10	Develop an effective Professional Learning Community (PLC) at Spotswood High School.	All High School Staff	In order to promote teacher collaboration, reflective practice, and ultimately, student achievement, staff members will create and participate in a Professional Learning Community (PLC).
11	Improve and build classroom teachers' capacity to incorporate higher level questioning and discussion techniques.	All High School Teachers	<ul style="list-style-type: none"> ● Research shows there is a correlation between high level questioning and student achievement. ● Questions and discussions are used as techniques to depend student understanding. ● Effective teachers build on student responses and make use of their ideas. ● Effective teachers use divergent as well as convergent questions, framed in such a way that invite students to form hypothesis, make connections, or challenge previously held views.
12	Identified staff will continue to develop their skills in applying the Soday System and Soday System 2, Orton-Gillingham based programs, to provide reading intervention for struggling readers.	K-5 general education teachers, K-8 special education teachers, and reading specialists	Over the last few years, the State of New Jersey has implemented requirements for schools to provide professional development regarding identifying dyslexia in students and providing instructional methods to support those students with dyslexia in the classroom. The Soday Systems offer structured, systematic, multisensory reading intervention for beginning readers through the end of 5th grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small group settings.
13	Staff will continue to develop their skills in applying the Branching Minds Program to support students and staff in administration of the I&RS process.	K-5 general education teachers, K-5 special education teachers, and reading specialists	This program provides supports to students and resources to staff and administration of the I&RS process. This area was identified as an area in need of improvement in the Special Education Monitoring Report.

2: Professional Learning Activities

	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> • Stronge+ Evaluation Training/Recertification to be completed by Stronge & Associates in July or September, 2018. • Micro-Slicing professional development delivered by S. Pewitt during August, 2018 Leadership Meeting. 	<ul style="list-style-type: none"> • Follow-up practice on feedback throughout the school year during leadership meetings. • Summative reports will be analyzed at the end of the year to assess effectiveness of training and inform any additional professional development that might be needed.
2	<ul style="list-style-type: none"> • Inservice programming (September 5, November 7, February 15) • PD Academy Programming (throughout 2018-19 school year) 	
3	<ol style="list-style-type: none"> 1. Employ inquiry and mindfulness to teacher practices. 2. Assess and address students' social and emotional needs using a variety of tools. 3. Building-wide Professional Development via faculty meetings, Google Classroom, vertical articulation, and article studies. 4. Align existing resources to address students' social and emotional needs. 5. Research and implement explicit instruction in SEL. 6. Promote experiences for cross-age mentoring. 	
4	<ol style="list-style-type: none"> 1. Formation of PLC groups 2. PLC meetings 3. Data collection processes 4. Individual research on PLC topic 5. Collaboration with team and administrators 6. Implementation of action research findings 7. Reflection/presentation 	
5	<ul style="list-style-type: none"> • Utilize available progress monitoring tools such as DIBELS/EasyCBM, Branching Minds, DRA, GoMath! digital resources, SGOs, formative assessments, quick probes, etc., to support students academically, 	

	<p>behaviorally and/or socio-emotionally.</p> <ul style="list-style-type: none"> ● Participation in professional development opportunities via faculty meetings, 1:1 training, and Google Classroom designed to increase proficiency with progress monitoring tools, intervention strategies/resources, as well as guidance with developing individualized methodologies to support the unique needs of a student and/or classroom. ● Use common planning time with team members to evaluate curriculum (including assessments), develop interventions, and review/analyze data. ● Develop opportunities for students to self-monitor and track their own progress. 	
6	<ol style="list-style-type: none"> 1. Formation of PLC groups 2. PLC meetings 3. Data collection processes 4. Individual research on PLC topic 5. Collaboration with team and administrators 6. Implementation of action research findings 7. Reflection/presentation 	
7	<ul style="list-style-type: none"> ● Working with the building leadership team, develop a communication plan for teachers, advisors, and coaches ● Share out the communication plan with staff at a faculty meeting. ● Schedule a meeting between out-of-building coaches to go over expectations and the communication plan. ● Follow up to ensure the plan is being followed. 	
8	<ul style="list-style-type: none"> ● Create group leaders for departments and grade levels ● Meet with the group leaders to go over expectations ● Provide meeting opportunities during scheduled building meetings for teachers to meet with grade and department colleagues 	

	<ul style="list-style-type: none"> ● Provide desired outcomes when necessary to group leaders to work on with grade and department ● Host scheduled meetings throughout the year with individual group leaders to ensure time is being used productively. 	
9	<ul style="list-style-type: none"> ● Reshare “Rank your strengths” survey developed last school year. ● Allow teachers to reassess their strengths ● Provide teachers with the opportunity to grow in another self-identified area of improvement. ● Provide teachers with opportunities to present at faculty meetings tools and strategies that they have been successful with. 	
10	<ul style="list-style-type: none"> ● Establish PLCs comprised of staff members with a common goal (example: teachers of the same grade level, content, or course). ● PLC teams improve instructional capacity and student achievement by using an inquiry-based professional development structure. These structures are based on the following attributes: <ul style="list-style-type: none"> ● Project aligned with district/school/department goals or School Improvement Plan ● Pedagogy or content new and/or enriching to teacher’s skill set ● Focus on student learning/performance ● Descriptions of a group structure and activities ● Measurable goal and a defined product ● Group collaboration with ongoing activities/regular meetings ● Approval from content department chair/principal 	
11	<ul style="list-style-type: none"> ● Collaborative meetings with department chairs and school administration to target areas of strengths and weaknesses in this area 	

	<ul style="list-style-type: none"> • Analysis of teacher observation data using Stronge model performance Standard 3: Instructional Delivery • Participation in applicable Teacher Induction Workshop Series, PD Academy, or inservice offerings • Classroom walkthroughs • Creation of authentic student assessments 	
12	Training will be provided by district reading specialists through faculty meetings, PLCs, and in-class coaching.	Progress will be monitored by evaluators and reading specialists throughout the year with additional training and support provided, as needed.
13	Training will be provided by building principals and I&RS committee members through faculty meetings and PLCs.	Progress will be monitored by building principals and I&RS committee members throughout the year with additional training and support provided, as needed.

3: PD Required by Statute or Regulation

State-mandated PD Activities			
1	Reading Disabilities	N.J.S.A. 18A:6-131	Training to be completed through the use of the New Dyslexia Webinar on the NJ Department of Education website
2	Suicide Prevention	N.J.S.A. 18A: 6-112	Veteran staff received training during 2015-16 school year through completion of GCN module and 2 hour presentation by George Scott; new staff will complete 2 hour training at www.SafeSchools.com (Youth Suicide: Awareness & Prevention: Jason Flatt Act)
3	Harassment, Intimidation and Bullying	N.J.S.A. 18A: 37-17b and c, N.J.A.C. 6A:16-7.7	Annual policy update to be provided by district Anti-Bullying Coordinator and building-level Anti-Bullying Specialists during inservice and/or faculty meetings

4	Recognition of Substance Abuse	N.J.S.A. 18A: 40A-15, N.J.A.C. 6A: 16-3.1(a)(4)	Staff will complete module at www.SafeSchools.com (Student Drug & Alcohol Abuse)
5	School Safety	N.J.A.C. 6A: 16-5.1(d)	Training provided by District Safety Coordinator and School Resource Officer for new staff during New Teacher Orientation on 8/20/18; Review and update provided to all staff during 9/5/18 Inservice
6	Law Enforcement Operations	N.J.A.C. 6A: 16-6.2(b)12	Review and update provided to all staff during 9/5/18 Inservice
7	Mandatory Gang Awareness Training for School Administrators	N.J.S.A. 52: 17B-4.7	Training to be completed by attending seminar developed by the Office of the Attorney General and provided annually in each county.
8	Code of Student Conduct	N.J.A.C. 6A: 16-7.1(2)4	Training provided by District Safety Coordinator, School Resource Officer, and building-level principals during 9/6/17 Inservice
9	Potentially Missing/Abused Children Reporting	N.J.S.A. 18A: 36-25, N.J.A.C. 6A: 16-11	Staff will complete module at www.SafeSchools.com (Child Abuse: Identification & Intervention: Complete)
10	Electronic Violence and Vandalism Reporting System (EVVRS)	N.J.S.A. 18A: 17-46, N.J.A.C. 6A: 16-5.3(d)2	Staff will complete modules at www.SafeSchools.com (School Violence: Identifying & Addressing, Visual Weapons Screening)
11	Communicable Diseases	N.J.S.A. 18A: 40-3, N.J.A.C. 6A: 16-2.3(b)(xv)	Staff will complete modules at www.SafeSchools.com (HIV/Aids Awareness, Common Illness Prevention)
12	Asthma	N.J.S.A. 18A: 40-12.9	Staff will complete module at www.SafeSchools.com (Health Emergencies: Asthma Awareness)
13	Diabetic Student Health Plan	N.J.S.A. 18A: 40-12.13(d)	Staff will complete module at www.SafeSchools.com (Health Emergencies: Diabetes Awareness)
14	Training of Delegates for Epinephrine Administration	N.J.S.A. 18A: 40-12.6(c), N.J.A.C. 6A: 16-2.3vii(b)4	Designated staff will complete module at www.SafeSchools.com (Medication Administration: Epinephrine Auto-Injectors)

15	Bloodborne Pathogens	N.J.S.A. 34: 6A-25 et seq	Staff will complete module at www.SafeSchools.com (Bloodborne Pathogens Exposure Prevention: Complete)
16	Alcohol, Tobacco, and Other Drug Prevention and Intervention	N.J.S.A. 18A: 40A-3, 15, N.J.A.C. 6A: 16-3.1(a)4	Staff will complete module at www.SafeSchools.com (Student Drug & Alcohol Abuse)
17	Lyme Disease	N.J.S.A. 18A: 35-5.3	Training to be provided to identified staff by school nurse(s) as needed
18	Educator Evaluation	N.J.S.A. 18A: 6-123(b)(10), N.J.A.C. 6A: 10-2.2(b)(1)	Teachers will be updated on the teacher evaluation program during inservice on 9/4/18 by Director of Curriculum and Instruction
19	Educator Evaluation	N.J.A.C. 6A: 10-2.2(b)2,3	Stronge+ Evaluation Training/Recertification for evaluators to be completed in July or September, 2018.
20	Equity and Affirmative Action	N.J.A.C. 6A: 7-1.6	Staff will complete modules at www.SafeSchools.com (Diversity Awareness: Staff-to-Student & Title VI Overview)
21	Integrated Pest Management	N.J.A.C. 7:30-13.2(c)	Staff will complete module at www.SafeSchools.com (Integrated Pest Management)
22	Teacher Mentor Training	N.J.A.C. 6A: 9C-5.2(a)7	Training provided to all previously untrained 2018-19 mentors by Director of Curriculum & Instruction during 8/22/18 New Teacher Orientation or a PD Academy session.
23	Right to Know	N.J.A.C. 8:59	Training provided to identified staff by Dr. Lou Rua during 9/5/18 Inservice, if needed

4: Resources and Justification

Resources

To meet the professional learning needs of administrators, teachers and support staff in the district, \$73,150 is allocated in the 2018-19 budget. This allocation covers costs for external and internal professional development providers, purchase or development of curriculum or professional development materials, technology resources, travel expenses, and conference or seminar tuition. Tuition reimbursement for staff who complete university courses is not included in this allocation. This is a separate line allocation capped at \$55,000 as per the 2017-2022 agreement between the Board of Education and the Spotswood Education Association. ESEA grant funds totaling \$27,015 will be used to cover professional development costs related to student assessment data tools, social emotional learning, meeting the needs of immigrant students, and salary of the lead instructor for New Teacher Induction.

Professional development costs are controlled through the use of in-district expertise and turnkey training, when possible. The school calendar includes 4 days dedicated to staff development to focus on district, building, and departmental initiatives coordinated through the office of Curriculum and Instruction and the PDAcademy.

Justification

Professional development needs for the 2018-19 school year were determined by teacher and administrator requests, leadership team meetings, assessment data analysis, teacher evaluation results, state-mandated training, and district/building goals. A high-quality, comprehensive professional development plan is established and funded to support district and building initiatives, improve teacher effectiveness, and increase student achievement.

Signature: *Graham Peabody*
Superintendent of Schools

Date: 8/15/18