

# TEMPLATE FOR

## DISTRICT PROFESSIONAL DEVELOPMENT PLAN 2010 -2011

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/rerturn key.

### SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

#### A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

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

#### 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?

The Lower Cape May Regional School District continued to provide many ongoing, sustained, and comprehensive staff development opportunities. A review of building level plans confirmed many positive aspects. Teaming in both schools provides a structure for cross disciplinary learning communities. Teachers continued to benefit from the daily interaction they had during common planning time as they gained a deeper understanding of students, worked on projects together, and participated in staff development activities. As an example, teams were trained in a variety of technology applications, the NJCCCS, NJQSAC elements, and I&RS procedures and responsibilities. After-school, summer and release time opportunities allowed the District to continue the development of staff knowledge and skills in differentiated instruction, literacy, instructional pedagogy, writing across the content areas, using data to inform instructional practice, using mobile devices and other new instructional technologies, and curriculum development and revision. These activities were supported through a series of five half day and two full day in-service programs that included departmental work groups, inter and intra-district articulation meetings, participation by staff in choosing county wide professional development opportunities, and larger group training sessions on the use of the LEARNIA formative assessment system and a District initiative to institute an Advisor/Advisee program.

An overriding perennial challenge continues to be finding more time to collaborate, share ideas, and learn together. Technology has begun to give us some answers. The Cape May County Ning provides opportunities for staff to access the latest information, discuss strategies and report their own challenges and successes. Additionally we are exploring ways to collaborate with our sending districts with less formality and more frequency. The State fiscal crises will exacerbate an ongoing struggle to provide funding resources used to support staff development opportunities. Any competitive grant that supports our goals will be sought.

- 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.**

There are many ways to measure the impact of staff development. Our review of student performance in both of our schools illustrates a trend of improved state test performance in all subgroups, greater participation in classes that offer dual credit and industry certifications (MOUS), student participation and success in new courses, fewer discipline referrals, improved AP results, and a lower failure rate. These data represent the products of our staff development activities. We also collect participant evaluations from each staff development activity. The feedback instrument prompts specific information as to how the experience can impact professional and classroom practice. Finally, the annual evaluation process requires documentation as to how staff development is translated into practice.

- 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 majority of the funding for staff development is generated through Federal and State entitlement and competitive grants. These programs require alignment with Federal, State, District, and school goals and initiatives. The committees have taken the time to coordinate and align these with additional input received from the staff.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

### 2

### B. Needs Assessment

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

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

- 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?**

Each school has developed an initial definition of student achievement. At Lower Cape May Regional High School student achievement is defined as “the degree students utilize what they learned to improve performance on standardized tests, subject matter courses, behavior, and practice real life skills.” At the Richard M Teitelman School student achievement is defined in much broader terms. A staff survey revealed that 95% of the staff indicated that student achievement is the observation of “student engagement and participation in the classroom.” 92% of the staff indicated that student achievement is equivalent to “satisfactory coursework.” The building committee also reported that mastery of the NJCCS, average class grades, portfolios, on-time graduation, passing courses, NJASK results, and interim test results such as though produced through LEARNIA were also indicator of student achievement. This building level committee established a goal of coming to a more coherent definition of student achievement in the upcoming year.

Parents were surveyed for helping a building level committee define student achievement. 98 % felt that successful student course work mirrored student achievement. Similar to the staff Parents also predominantly felt (93%) that student engagement and participation were indicators of student achievement. Only 30 % felt that NJASK and other similar assessments reflected student achievement.

One common denominator from both definitions was that there are many ways to measure student achievement. It was also interesting that both definitions were grounded in application. One school stated; “the degree to which students utilize what they learn...” the other emphasized student engagement. Both of these connote students applying content, knowledge and skills. Student learning priorities that were highlighted in the building level plans included success in all coursework, performance on standardized tests, mastery of the NJCCCS and the ability to apply what is learned to life. The LPDC reflected on the two definitions and recognized that the

discussion about student achievement will serve as a springboard as we continue to develop and refine PD activities in the upcoming year. As programs are proposed and developed, the committee will include the following question as an acid test for approval. “How will this translate into demonstrable student achievement that represents the active engagement of students as they apply what they learn?”

**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?**

Because of the small size of our two-school District, membership of the building and District level committees are shared with some exceptions. This helped ensure that all members on both committees were fully informed of District student learning priorities. The District level Professional Development Committee is facilitated by the Director of Curriculum and Instruction who shares all District plans, objectives, and program goals and targets related to student learning with the LPDC. Joint meetings of the LPDC and building level committees enable fluid and frequent communication regarding student learning needs and District priorities.

Both building level plans provided a wealth of information for this needs assessment. Analyses of each building’s staff development survey revealed a need for ongoing staff collaboration centered on a number of topics. These included student motivation, the use of instructional modifications and accommodations, a variety of technology applications, instructional strategies, expanding and applying knowledge about the NJCCCS, developmental understanding of adolescence, evaluation, data analyses and responsive planning, and; program specific training related to raising student performance expectations and our Advisor/Advisee program. The committees also referenced and reported their findings from formal and informal discussions throughout the school community. This review included faculty, departmental, team and focus group meetings, parent advisory and evening program feedback, daily interaction with parents, students, and community members, and; a comprehensive examination of student performance data.

**3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.**

Key data that were used for the District plan included teacher reported grades, student attendance, student discipline reports, NJASK, HSPA, SAT, ACT, AP, MOUS, and NOCTI test results. We also reviewed the NJ School Report Card, VEDS, NCLB AYP, CAPA Follow Up, and HSTW Student Survey and Technical Assistance Reports. These data were used to identify Adult learning needs based on gaps in student achievement.

Finally, the committee is well aware of the National Agenda for education reform. Implications for PD related to this include those items identified above and confirm a need to emphasize student acquisition of newly adopted State and National Standards. Another item has been to discuss and review all controllable factors that influence student dropout rates, college and career readiness and the continued development of curricula that provide equitable and high levels of educational opportunity for all students.

As we move ahead we have also concluded to embrace a mantra of “Tight on Goals – Loose on Means.” This has been espoused as the new direction for implementing Federal and State funded agendas. We will provide greater latitude for ongoing, individualized, personalized and goal

centered professional development while holding ourselves accountable for student achievement results.

#### **4. What did the final analysis of the needs assessments show to be district priorities?**

Summary of data analyses conclusions driving Professional Development:

NJASK 7 LAL and Math results indicate students score poorly on open ended response items. The PD committee sees a need to help staff foster critical thinking, student confidence, and motivation for task completion.

Teacher reported grades in 7th and 8th grade Mathematics indicate a high rate of failure due to the lack of completed homework. The PD committee sees a need to help all stakeholders examine assessment practices and foster student motivation.

NJASK, Interim Benchmark Assessments, and samples of student writing indicate special education students' speculative writing is poor. The HSTW student survey indicates that students do not write with frequency in all subjects. The PD committee sees a need to help staff provide more frequent opportunities for higher level writing across the curriculum.

Staff using the LEARNIA benchmark system express frustration with the system and validity of outcomes. The PD committee sees a need to help staff understand how data can be used to monitor and adjust instructional practice.

A correlation comparison of NJASK and HSPA subgroup student performance with DFG subgroup performance indicates that our Special education and Economically Disadvantaged subgroups actually perform at higher comparative levels than the general education population. The PD committee sees a need to help teachers raise performance expectations of student performing in the average and high average range on standardized and benchmark assessments. State End of Program tests (Algebra, Biology) will require program curriculum changes. The committee sees a need to ensure that staff are given opportunities to modify curriculum accordingly.

Student participation and successful completion in Career and Technical Education programs and programs of study has increased. The PD committee sees a need to continue to provide supports for staff in making program adjustments based on end of program test and participation results.

Both building and District level staff surveys indicate a desire to continue the expansion of teaching with technology. New technology standards provide detail on subject specific applications. New subject area standards emphasize the application of technological skills. The PD committee sees a need to continue sustained training and collaboration on the effective use of instructional technology in all areas.

Newly adopted State standards reflect a need for students to perform at higher cognitive levels. The committee sees a need to ensure that staff have ongoing training in understanding the new content standards and developing strategies to ensure that students achieve them.

Staff surveys, committee meetings, monthly reports, and focus group discussions indicate a need to expand collaborative opportunities for staff to articulate the curriculum, practice instructional strategies, and learn from student performance results.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

### C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
  - a. Specific: Be specific about what is to be accomplished
  - b. Measurable: Identify how the goal will be measured
  - c. Attainable: Ensure the capacity exists to accomplish the goal
  - d. Results Based: Identify the benchmarks and outcomes for the goal
  - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how the district professional development goals align with the district priorities goals and the systemic goals of the district.

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.**

## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT ESTABLISHED DISTRICT GOALS

The goals are divided into two categories. Outcome Goals represent those behaviors and feelings that should be achieved by people. Process Goals are statements that describe activities and organizational processes utilized by the school system with the expectation that they contribute to providing a complete educational program.

### ***Outcome Goals***

**The Lower Cape May Regional School District should help every person in the district to:**

1. Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
2. Acquire a stock of basic information concerning the principles of the physical, biological and social sciences, the historical record of human achievements and failures, and current social issues.
3. Become an effective and responsible contributor to decision-making processes of the political and other institutions of the community, state, country and world.

4. Acquire the knowledge, skills and understanding that permit him or her to play a satisfying and responsible role as both producer and consumer.
5. Acquire job entry level skills and also acquire knowledge for further education.
6. Acquire the understanding of and the ability to form responsible relations with a wide range of other people including, but not limited to, those with social and cultural characteristics different from his or her own.
7. Acquire the capacities for playing satisfying and responsible roles in family life.
8. Acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.
9. Acquire the ability and the desire to express himself or herself creatively in one or more of the arts and to appreciate the aesthetic expressions of other people.
10. Acquire an understanding of ethical principles and values and the ability to apply them to his or her own life.
11. Develop an understanding of his or her own worth, abilities, potentialities and limitations.
12. Learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

### ***Process Goals***

#### **The Lower Cape May Regional School District should provide:**

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of pupils.
2. Significant opportunities, consistent with the age of the pupil, for helping to determine the nature of the educational experiences of the pupil.
3. Specialized and individualized kinds of educational experiences to meet the needs of each pupil.
4. Opportunities for teaching staff members and pupils to make recommendations concerning the operation of the schools.
5. Comprehensive guidance facilities and services for each pupil.
6. An environment in which any competition among pupils is positive.
7. Resources for education, used with maximum efficiency.
8. Teaching staff members of high quality.
9. Diverse forms of constructive cooperation with parents and community groups.

The Lower Cape May Regional School District has as an overriding priority and obligation to ensure that its students make Adequate Yearly Progress.

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**

## **Lower Cape May Regional School District Professional Development Goals**

By June 30 2011 each content area will identify specific technology standards and implement lessons that reflect student application. This will be done in concert with specific summer and half day in-service programs designed to assist staff. Staff will report their progress through the PDP process.

Benchmarks: 3 standard indicators and lessons for each area by December 2010 presented in Principal's monthly report to the Board of Education. 6 standard indicators by May.

By June 30, 2011 each content area will establish core writing and vocabulary assignments that reflect best practice. The implementation of these lessons will be included as part of student academic performance requirements and translated into teacher reported grades. Staff will be provided specific in-service opportunities through summer workshops, half-day in-service and after-hours programs to learn assessment tools, analyze student writing, and share effective implementation strategies.

Benchmarks: Core writing assignment list from each area presented to the curriculum committee of the Board of Education by December 2010. Assessment results incorporated into student grades by Spring Semester.

By June 30, 2011 all staff will receive training through county wide, department, team and faculty meetings on the newly adopted CCCS. As a result curriculums and courses of study will be revised to reflect how students will meet indicated levels of performance.

Benchmarks: Algebra Course of Study complete by October 2010. Science curriculum completed by December 2010. All other curricula in accordance with schedule promulgated by NJDOE.

By June 30, 2011 all staff will participate in collaborative work groups via, teams, departments, and/or tailor made structures to share issues, challenges and progress related to their own individual Professional Development Plans. All Professional Development Plans will be aligned with District, School, NCLB, and Perkins program goals as applicable. These will include topics of Student Motivation and engagement, Raising Academic expectations and achievement for all students, implementing the new CCCS, Using student performance data, using technology to enhance instruction and vertically aligning curriculum including post secondary education.

Benchmarks: Indicators including meeting agendas, minutes, samples of PDP's will be reviewed by District level committees who will provide a summary of findings and recommendations to the by January 2011.

By June 30, 2011 through faculty, departmental, team and collaborative work group staff will be trained in a set of three specific projects designed to help prepare students for careers and college. This will include adding 30 staff to the Advisor/Advisee program, establishing 3 college level articulation initiatives, and implementing a sequential 7-12 student career needs assessment and plan.

Benchmarks: Training rosters and program agendas by September 5, 2010. Review of articulation agreements and projects through building level meetings by April 2011. Review of individual student career plan report by the building level committees by May of 2011.

By June 30 2011 as a result of the initiatives stated above and the implementation of individual Professional Development Plans, the quality of instruction and student achievement will improve.

Benchmarks/Indicators: Comprehensive review of student performance data related to student performance on the NJASK, HSPA, EOC exams, end of program tests, SAT, ACT, behavior, teacher reported grades, graduation and attendance rates.

**3. Provide an explanation of how the district professional development goals align with the district priorities goals and the systemic goals of the district.**

These goals directly reflect the outcome and process goals and its obligation to ensure that students make adequate yearly progress.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

### D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

- 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.**

Professional Development will continue to occur through a wide variety of settings. The District makes a tremendous commitment to professional development by allocating four full day and five half day paid in-service sessions for all professional staff. During these sessions staff will work in teams, departments, as individuals and in specialized configurations as they address individual, school, District, State and Federal goals and initiatives. In addition, staff will be invited to participate in a series of after school and summer programs that provide a stipend. These sessions will provide initial and follow up training and practice in instructional strategies that improve student performance. The District is extremely active at the county and State level and often sends individual teachers and teams of staff to trainings related to individual PDP's or school and District initiatives. New relationships with Atlantic Cape Community College, Rochester Institute of Technology, Rowan University and Cumberland Community College will give staff opportunities for post secondary articulation and the creation of ongoing feedback relative to course and program design. Finally, we have developed a growing number of alumni

who are recognized experts in their field. Several have established ongoing relationships that include working with committees, providing presentations, and simply serving as another resource via frequent electronic communication with our staff.

Any staff member may submit a proposal for a PD opportunity not provided and it will be considered based upon student learning needs and relevance to the staff member's professional growth.

**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?**

Mathematics will take on a new emphasis as we begin the school year. The new EOC frameworks and core course content for Algebra indicate a need to help students apply a higher level and a greater volume of content. Building level plans support the notion that our challenge is to help students apply their knowledge. Pd for this area will reverberate throughout the system. All teachers in our 7-12 district will examine EOC requirements and we will coordinate the development of new articulated curricula and programs at the local school, county level and with sending districts.

The District will extend its initiative to raise general levels of literacy with an emphasis on getting students from acceptable to high performance levels. Staff sharing and collaboration groups will examine student writing in all content areas and learn and share strategies that help students demonstrate advanced proficiency. Our needs assessment indicates that a concerted focus on raising the performance of these students will impact District and school performance on state assessments.

Both Building level plans indicate a desire to continue and expand opportunities for staff to develop proficiency with an ever growing array of tech application tools available. This condition coupled with a new set of standards gives us a ripe opportunity to ensure that technology applications inspire student learning throughout the curriculum. Staff workshops on tools, sessions on strategies, and follow up coaching by identified "experts" are all in our plan.

What do students need to be successful in life? New 21<sup>st</sup> Century Life and Careers standards provide some answers. We will continue to expand our initiatives to align curricula with career clusters and pathways, train staff to coach students through a developmentally responsive and articulated advisory program, develop new coursework in Personal Financial Literacy, and integrate critical and creative thinking, problem solving, leadership and productivity skills throughout the curriculum.

Science will also receive significant attention. We have had some success with our efforts to align our program with EOC requirements. We plan on participating in a collaborative county wide project to revise our 7-12 curriculums consistent with the new standards. This will give staff an opportunity to network with colleagues as they define common core courses of study.

These initiatives are aligned with the New Jersey Professional Standards for Teachers and the Professional Development Standards. They target subject matter knowledge, collaboration, assessment, and instructional planning and strategies.

**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?**

The District will continue to provide staff development opportunities that encourage collaboration and sharing among schools and throughout the County and State. The District's summer professional development series, county wide in-service programs, and tailor made after-hours programs will continue to be attended by staff from each school based on identified common needs and goals. The District will also provide building specific programming such as those previously designed for LEARNIA and Criterion.

**4. How will the district address professional learning gaps not addressed in schools?**

When professional learning gaps are identified opportunities will be provided outside the District in other schools, through EIRC, graduate work, or independent study proposals with granted release time.

**5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?**

We have many forms of Professional Learning Communities. Interdisciplinary, grade level teams and subject area departments serve as core communities for working on individual, building and District professional development goals and objectives. The District will also continue to support, encourage, and provide time and funding that enables teachers and professionals to work collaboratively in project specific groups as they investigate issues, create solutions and innovations that target the advancement of student achievement. Ongoing projects include county wide curriculum development, monitoring and adjusting a decelerated Algebra I program, assessing and renewing after school and summer school programs, the expansion of an Advisor/Advisee program, and examining the impact of and making recommendations for the application of new technologies. Ad hoc PLC's will continue to arise out of needs for program improvements in response to concern over student performance. Ongoing electronic communication also provides continuous support.

**6. How will the district plan be communicated to all stakeholders?**

The District Professional Development Committee will post its plan on the District website in the Professional Development section. Building Principals will provide faculty meeting time for each building level committee to share their plan and describe the connection to the District plan. The administrative team will dedicate time to ensure that the elements of the plan are addressed through the individual PDP process. Ongoing communication through e-mail, memoranda, and electronic file sharing will support a full awareness of the plan and its implementation.

**7. Summarize the connection between student learning goals and the professional development opportunities.**

The needs assessment for the plan is rooted in a comprehensive review of student performance data. As a result all professional development projects, activities, goals, and objectives are directly aligned with student learning. The New Jersey Professional Standards for Teachers as well as the Standards for Professional development iterate a similar nexus to student achievement.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

### E. Professional Development Resources

Provide your responses to the following questions:

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

- 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 district-wide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?**

Every day is a professional development day in the Lower Cape May Regional School District. We are building a culture that acknowledges and fosters ongoing, sustained professional development that is focused on teaching and learning. Building schedules, teacher contracts and Board Policies provide common planning time for teachers to collaborate and learn as they meet the needs expressed in their PDP's and the goals established in each school. A wide variety of after-hours experiences provide contracted stipends where staff attend workshops, engage in curriculum development, examine student data, and discover and rehearse new instructional strategies. We will also continue to provide a summer professional development institute that consists of more than two dozen workshops and activities designed to provide intensive training, extended time for research, curriculum work, articulation with other grade levels, and the exploration of new strategies and resources. Full day in-service sessions provide more opportunities and follow up activities. Five half day in-service sessions result in opportunities for staff to collaborate, articulate within and outside the District, reflect, evaluate, share, and report on the progress they make on independent, team, committee, departmental, and adhoc PLC's. The District also remains committed to providing staff with out of District experiences when warranted. Examples will include articulation meetings at the County, College, and inter-District levels. Technology is also providing more opportunities as staff take on-line courses, participate

in Discussion Boards, Wiki's, Clouds, Nings, and on-line conferences. These experiences enable even more frequency for communication, collaboration, and learning.

District policies enable these activities and provide resources including technology and evaluation protocols to ensure that any and all available time is used for professional learning. Building Principals ensure that all faculty meetings focus on student learning. As a matter of fact we use some of these sessions to provide guest speakers, staff reports on PD experiences, and "mini lessons" for staff on content relevant to instructional practice.

We identify outside resources as a result of networking with professional organizations such as ASCD, PDK, NMSA, NJASA, PSA, HSTW, subject specific organizations including NCTM, NCTSS, NRA, and colleges and universities including RIT, Rowan, ACCC and CCCC. We also stay tuned for referrals from staff that attend sessions that might be useful here in the District. Internally, we continue to encourage and support staff with time and remuneration that are willing to prepare workshops, coaching, and series of help sessions for their colleagues. As a matter of fact several of our staff provide these experiences in other districts and at state and regional events.

- 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.**

In addition to the dedicated professional learning days, summer institute, and after-school opportunities mentioned above, the District provides a mentoring program for all non tenured staff. This program includes a monthly series of meetings and weekly meetings with assigned, trained mentors.

The District will also continue to tap into outside resources including those available from the High Schools That Work network, the NJDOE, the National Middle School Association, Rowan University, Atlantic Cape Community College, Cumberland Community College, the Cape May County Chamber of Commerce, and the Lower Cape May Regional Business Consortium.

Both buildings have rooms dedicated as "Professional Development centers" that are well stocked with technology, journals, periodicals, and reference and resource materials.

- 3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?**

District and building level leadership design schedules, create opportunities, and require collaborative professional learning. The system is designed with structures and communication protocols that require ongoing, sustained, evidence based, and targeted discussion and collaboration on student learning. All staff are provided ample opportunity to become involved in collaborative learning that meets their individual and student needs and assume additional responsibility and compensation as District Professional Development providers.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

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

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the District Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? For instance, the Local Professional Development Committee might consider the following questions:
  - How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?
  - How might you use school level program evaluation data to provide more input on the district professional development plan?
  - How might you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

#### 1. What knowledge, skills or behaviors will educators learn as a result of the district Professional Development Plan and what evidence will you have to indicate staff has learned new skills?

As a result of the implementation of our plan the educators in the Lower Cape May Regional School District will learn specific strategies to actively engage and motivate students. These will include foundation knowledge in meeting the developmental needs of early and late adolescents, a review of learning styles and their application, establishing and sustaining high expectations, and instructional techniques that include the effective use of feedback, questioning, scaffolding, using accommodations and modifications, and brain based strategies. Teachers will also learn how to use and help students use new and emerging technologies that allow them to demonstrate their understanding and communicate in a wide variety of formats using multiple sources of information. Some techniques will include the use of Flip Cams, Presi, Glogster, and a variety of web based applications. We will also continue to focus on raising the level of technological literacy of all staff as they learn and become more proficient in Excel, presentation hardware and software, and file sharing. These skills will be honed through a series of workshops and experiences that engage staff in the analysis of student performance data. Staff will also explore and discover how a systematic plan for infusing writing can help confirm and enhance learning. This will include an elaboration on the use of subject specific core vocabulary, a review and implementation of rubrics, and the implementation of web based writing portfolios and assessment. Standards based curriculum revision will continue to serve as a platform for organizing and guiding the application of the knowledge, skills, and behaviors cited above. Self appointed and selected staff will continue to build connections with colleges and Universities as we continue with our plans to align curricula with post secondary education. Some staff will also be involved in learning industry standard expectations for their content area and translating the

information into learning experiences for students. These actions will dovetail with a series of trainings for staff new to a growing advisement system where all students will identify career pathways and develop learning plans that lead them to their aspirations.

**2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?**

First and foremost we will acknowledge the need to derive connections to student performance on State assessments including the NJASK, HSPA and End of Course Exams. We will also include a large assortment of formative assessment data including LEARNIA, teacher reported grades, samples of student work and writings, behavioral data, a review of student personalized learning plans, and feedback from staff, parents, inter, intra and county articulation meetings, community and outside consultants (HSTW, NJDOE, ACCC, Rowan).

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

In addition to the data above and the sources used in our needs assessment we will collect information through our administrative support team related to teacher lesson plans, parent conferences, administrative conferences, team and departmental reports, and individual teacher reports regarding student achievement via the PDP process. We will also conduct student, staff, community, and parent surveys. Continuous review of these data will be used to adjust instruction, develop curriculum, and consider program change.

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

The structure of the building schedules allows staff to collaborate during common planning times. The District also sponsors a set of three full day and five half day in-service times. These give teams, departments, and project based PLC's opportunities to collaborate. The District also uses Federal funds to provide after hours time, release time, and outside conferences, workshops and meetings. All of these activities reflect ongoing work of staff on their Professional Development Plans that are aligned with school and District goals. Evidence of this job embedded ongoing collaboration can be seen in documents produced that include team, departmental, committee, school and county articulation and summary reports. Evidence also exists through classroom observations, program evaluations, and state and federal reports.

**5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:**

- **How might you consider holding focus groups to get teacher input on needed professional learning?**
- **How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?**
- **How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?**

We will continue to ensure that monthly faculty, departmental, administrative, and team meetings include professional development as a standing agenda item. We will also continue to use tailor

made on-line surveys available to all stakeholders to seek input on the coordination, sequencing and identification on professional development opportunities. Every Professional development activity requires the completion of some form of evaluation. Individual participant evaluations from each activity will be analyzed. Team and department committee reports will be reviewed. Lists of suggestions will be synthesized into recommendations for consideration in the upcoming Plan. On-line tools will allow the Committee to frequently review and share feedback relative to the data. As a result, they will model desired practice for their peers.

# 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.

## LOWER CAPE MAY REGIONAL HIGH SCHOOL NARRATIVE

1. **Reflection: Identify key elements of previous professional development you will leverage in the new plan.**

In creating the building plan for the upcoming year a focus on meeting the needs of an increasingly diverse group of learners will be present. This is no different than last year. Several workshops have been offered and even more attended by staff members to differentiate instruction and assessment. This will remain a key component of our Professional Development Plan for years to come. As the NJCCCS continue to evolve our staff has met the challenge with constant articulation and revision in departmental meetings and their own time. Last year saw the start of the Advisor/Advisee program at the high school with the freshman class. This year both freshmen and sophomores were involved in the program. Training sessions during the year and in the summer were held to guide advisors in this new and exciting program. Instructional technology is being used in more classrooms and teachers are continuing to explore new ways to effectively use technology to enhance the education students are receiving at LCMRHS. An assistant principal and a classroom teacher attended a conference to help improve our I&RS and RTI process. A more streamlined process and timely responses have been already added this year. Three of our building administrators have received their 12 hours of ethics, law, and governance training that is required and more administrators will be receiving the training this year.

The staff also feels the need for more staff development opportunities, including follow up sessions for technology workshops. The staff also feels it is essential for everyone to develop and work toward meeting common goals. The staff has been implementing common goals and strategies for the last several years in partnering with the High Schools That Work initiative. As for the topics and emphasis, staff feels the need to continue our efforts to provide professional development focusing on teaching a diverse group of learners and on new instructional technology that is being used in classrooms. The staff also recognizes the need for high expectations placed on themselves, and students.

**2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.**

Compiling the contributions of a majority of the staff, a clear school definition of student achievement was created. **Student achievement is defined as the degree students utilize what they learned to improve performance on standardized tests, subject matter courses, behavior, and practice real life skills.** Two building level needs assessments were sent to the staff. The response from the staff was very positive and teachers are using what is being learned in workshops in their classrooms. Data from students, parents, and community members was not gathered last year but will be a focus of the committee in years to come. The data from formal and informal surveys was used to help craft the building goals for the upcoming year. The large number of failures in our Biology courses caused concern among teachers and administrators. In response to this, the school continues to implement its college bound for everyone initiative with tiered-classrooms and assessments becoming increasingly familiar. Early results in this year's Biology course are very encouraging with a dramatic drop in the number of failures. These practices are beginning to filter into other subject areas. More staff development will be needed in the future.

**3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.**

### Established School and District Learning Goals

1. Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively.
2. Acquire the ability and the desire to express himself or herself creatively in one or more of the arts and to appreciate the aesthetic expressions of other people.
3. Learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaption to change.

### School Professional Development Goals

In deriving our building professional development goals the committee examined the results of our needs assessment data and the student learning goals of the District.

1. Promote a set of high expectations for all stakeholders in the school and community.
  2. Continue to offer Professional Development for new and emerging technology in the classroom.
  3. Continue to focus on best practices in dealing with a diverse group of learners.
  4. Continue to expand the training and implementation of the Advisor/Advisee program.
- \* Achievement of these goals will be measured in several ways including; surveys, student performance data, feedback from staff, departmental reports, and students, and parents.

Professional development focusing on these goals will assist staff in having students meet all of the outcome goals that the District has set for students in the District.

**4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.**

One common theme of our needs assessments was the desire for more professional development opportunities. This year we have added an additional half day of in-service to the four full day in-services and four 1/2 day in-services. During the summer in-service a common training workshop on the power of expectations will be attended by everyone in the school to help establish common ground at the beginning of the year. The committee asked the staff if they wished to present workshops on best practices they use in the classroom. Many staff responded yes and next year we will begin to offer best practice workshops conducted by staff members in the school. These workshops will be held in the summer and throughout the year. Staff have always been encouraged and supported when attending conferences on various topics with the caveat that they "turn-key" what they learned. Much of the money for these workshops comes from grants and money allocated for professional development. In the upcoming year we hope to establish follow up sessions to workshops throughout the year at our half day in-services.

The school will continue to provide time for staff to keep abreast of changes to standards and curriculum. The schools focus on areas in which students are tested by the state will continue. The school's overall goal to increase the rigor and relevance is designed to help meet these standards and improve test scores.

One major goal of this year's plan will be to examine data from students and parents with regard to the committee's goals this year. In previous years there has been ample teacher data but little parent or student data at the building level. Student level data was examined from the HSTW survey during the previous year and was used in crafting last year's District plan. The data gathered will focus on expectations of various stakeholders, technology use, and classroom instructional practices. Observational data compiled by administrators and hopefully other teachers will be examined as well to determine the success in meeting the committee's goals for this year. The growth and expansion of the Advisor/Advisee program will also be tracked and in the 2011-2012 year it will be fully implemented to all grade levels in the high school.

The plan will be discussed at a faculty meeting and made available online.

**5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.**

This year an additional half day of in-service brought our total time allocation for professional development to four full days of in-service and five half days of in-service. When necessary, outside speakers have addressed the faculty. Departmental meetings on half days have allowed for professional learning in multiple grade levels and content area. Teachers involved in the freshmen academies have common planning periods where they may meet to discuss interdisciplinary issues and professional learning. Teachers access technology to stay current with new possibilities for professional development and communication.

The school demonstrates that the school community values and nurtures quality professional development for adult learners by providing countywide in-service days, and financial aid workshops for parents of students interested in extending their child's education. The school also offers an eighth grade orientation to incoming freshmen and their parents. Summer institute, professional days, reimbursement for college tuition and a professional development library offer other opportunities for staff to participate in professional development.

**6. Evaluation: Identify your goals for evaluation of your professional development in the first year.**

One major goal of this year's plan will be to examine data from students and parents with regard to the committee's goals this year. In previous years there has been ample teacher data but little parent or student data at the building level. We will create and implement formal and informal surveying of both of these groups, as well as collecting input from our monthly parent advisory meetings conducted by our building principal. Student level data was examined from the HSTW survey during the previous year and was used in crafting last year's District plan. Plans to utilize our Advisor/Advisee program as a tool in extending our student level data is currently being considered.

The committee needs to create ways of including support staff in this process too. End of the year surveys given to all stakeholders are strategies that we feel generate the most helpful information in our ongoing assessment process. The surveys will be designed to measure expectations of various stakeholders, the effectiveness of technology use building wide, and the success of classroom instructional practices highlighted in workshops. The committee would tabulate the results from these surveys to evaluate how effective our plan has been throughout the year, and work to offer professional development to meet the needs of all stakeholders in either summer in-services, or workshops offered throughout the following school year. Observational data compiled by administrators and hopefully other teachers will be examined as well to determine the success in meeting the committee's goals for this year. The plan will be reviewed in the beginning of the year during a faculty meeting and made available for all staff to access online.

Job embedded collaboration has been encouraged in our freshmen teaming process where all the team teachers are given a common daily prep period. Abundant in-service days are provided each year to allow departmental and cross curricular articulation for all teachers. The committee will continue to expand and implement these kinds of opportunities in our plan.

## **RICHARD M. TEITELMAN SCHOOL NARRATIVE**

**1. Reflection: Identify key elements of previous professional development you will leverage in the new plan.**

The Richard M. Teitelman School continued to fulfill its commitment to provide ongoing, sustained and comprehensive staff development during the 09-10 school year. The school participated in five half-day and three full-day in-service sessions for staff to improve their curriculums, work with common assessments, discover and rehearse effective instructional strategies, create new instructional programs and conduct collaborative planning. New teachers participated in a teacher mentoring program and administration worked closely with department liaisons via a monthly meeting. The school also participated in summer work which included curriculum development, workshops on differentiated instruction, faculty and departmental meeting time. In addition, our math, language arts and special education staff have received extensive training on the on-line formative assessment, standards-based program known as LEARNIA. Our work with LEARNIA has provided trainings for staff and administrators on creating and using benchmark assessments, mining and using student data, and using the on-line standards based system.

**2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.**

In the fall, the staff of Richard M. Teitelman took a survey in which they were asked to rate which best defined student achievement. The survey revealed that: 95% of teachers felt that achievement is best defined as student engagement and participation in the classroom. 92% of the staff indicated student achievement is satisfactory course work. 65 % of the staff indicated student achievement is mastery of standards by content area. The administration believes that mastery of the standards by content area, more than any other of the listed definitions defines student achievement. Our recent professional development needs survey results also indicated the need for professional development in the five following areas:

1. Staff Collaboration: observing, researching, conducting individual action research
2. Technology-(i.e. Smart Boards, Mimio, Wiki, podcasting)
3. Resources
4. Methods and Strategies (i.e. Experiential lessons, student “buy in,” parent and community connection, inclusion)
5. Knowledge (i.e. Brain Based Learning, Special Education Law, developmental understanding of adolescence).

**3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.**

- For this school year, RMT professional development will create an organizing principle centered on synthesizing the nature of student achievement among the faculty, District, and State. The goal is to combine these views to direct us in establishing meaningful professional development for all stake holders.
- The 2010-2011 school year will promote strengthening the academic and instructional ability of teachers within their individual subject areas through the use of collaborative instructional learning. These opportunities will include understanding of the academic, social, emotional and physical needs of each learner of RMT and insure that educators utilize a variety of appropriate teaching materials and strategies to enable all students to meet or exceed their potential.
- For this school year teachers will have a better understanding of their responsibilities for implementing accommodations, and modifications for classified and 504 students.
- For this school year, as a result of professional development initiatives our school total population scores on the New Jersey Assessment of Skills and Knowledge (ASK) will increase to a 74% proficiency level in language arts and to a 64% proficiency level in Mathematics.
- For this school year, as a result of continuing to provide a least restrictive access to the regular education curriculum, implementing specific supports and services, providing necessary accommodations and staff in-service, special education students will reach “safe harbor” in their performance as a subgroup under NCLB benchmarks in language arts literacy and mathematics (i.e. 10% fewer students will fall in the partially proficient area).

**4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional leaning opportunities.**

Opportunities will occur through summer and after school workshops, release time, out-of-district workshops, ongoing structured department and team meetings, ongoing work by staff on their Professional Development Plans, on-line learning, opportunities with Stockton College in Environmental Studies, NJEA and NCTM, Administrator professional growth plans, faculty meetings and administrator led study groups.

**5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.**

Teitelman provides a comprehensive Summer Institute for staff to develop their knowledge on topics consistent with the Professional Development goals. A series of five half-day and three full-day in-service workshops engaged staff in working collaboratively on curriculum, assessment, and instructional strategies. Teitelman staff also attend local, regional and national workshops, conventions, and seminars. Whenever the workshop is directly connected to the Professional Development Plan consideration is given for staff members to attend.

**6. Evaluation: Identify your goals for evaluation of your professional development in the first year.**

Evaluation of the plan has multiple components. One aspect of evaluation is student performance/achievement outcomes. These outcomes may be observed through observations of students, by evaluating the student performance in the classroom, and by analysis of student achievement on standardized assessments as well as student engagement. Also included, in this area would be informal and formal observations. Professional development opportunities that are provided by the District either to a target group or district-wide must include a feedback form to evaluate individual sessions. Review of work on articulation is also a part of the evaluation process. In addition, the use of professional growth plans, team meeting minutes, benchmark assessments and classroom grades will be utilized to evaluate our professional development progress.