

Glassboro Public School District



2014-2015

Professional Development Plan



*“Who dares to teach must
never cease to learn.”*

-John Cotton Dana



LOCAL PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

Check to be certain that all sections of the plan are included.

	Included ✓
Title Page (include school and district names)	✓
Section 1: School Profile	✓
• District Profile & Committee Sheet	✓
Section 2: School Professional Development Plan	✓
A: Reflection on Previous PD Opportunities	
• Summary of positive aspects and connections to student learning of previous professional development opportunities	✓
• Identification of challenges	✓
B: Needs Assessment	✓
• Identification of assessments used to develop the focus of the School Professional Development Plan	✓
• List of professional development needs	✓
C: Professional Development Goals	✓
• List of student learning goals and professional development goals	✓
D: Professional Development Opportunities	✓
• List of sustained professional development opportunities	✓
• Evidence of support for the development of collaborative professional learning	✓
• Connection to Professional Development Standards (context, process, and content)	✓
E: Professional Development Resources	✓
• Identification of professional development resources	✓
F: Ongoing Assessment and Evaluation of the Professional Development Plan	✓
• List of evaluation procedures and tools used to assess the School Professional Development Plan	✓
• Analysis of the impact of the School Professional Development Plan on student learning	✓
G: Summary of School Professional Development Plans	✓

Glassboro Public School District Professional Development Plan 2014-2015



“Develop a passion for learning.
If you do, you will never cease to grow.”

-Anthony J. D'Angelo

SECTION 2:A

1. There are several positive aspects of the professional development opportunities provided by and for the staff of the Glassboro Public School District **that will be retained for the 2014-2015 school year**. These professional development opportunities are research-based, data-driven, and provide for continuity across the district. In addition, these opportunities reflect the pedagogy of Best Practices and Brain-Based Learning. It is these professional learning opportunities that will continue **to** provide the common threads of true collaborative professional learning throughout the Glassboro Public School District.

Over the past several years, the Glassboro Public School District has trained staff in the implementation of the Science of Teaching and Learning as well as PBS – Positive Behavior Supports. These programs provide strategies to surmount the impact of economic class differences on communication, interactions, and expectations, to identify the resources and strengths of any student, as well as tips, tools, and interventions proven to increase teacher effectiveness. Several opportunities have been and continue to be offered that reflect and compliment these programs.

District-wide curriculum committees continue to be implemented with a shift in focus to the implementation of the Common Core State Standards for English Language Arts and Mathematics in preparation for the PARCC Assessments. This shift utilizes the NJ Department of Education Model Curricula in both English Language Arts and Mathematics. Through this unified process, subject specific district curriculum teams will determine learning goals, collect, analyze, and summarize evidence from multiple sources of data (MAP, DIBELS, benchmarks, informal reading inventories, standardized and common assessments). Finally, through Central Administrative oversight, our content area coaches, our ScIPs, and PLC's we continue to consider the root causes of present achievement, and then implement systemic actions to address root causes, promote enduring learning, and increase test scores. In this way, the Glassboro

Public School District can identify priorities, monitor results, and target actions that improve student learning.

In addition, the district-wide implementation of School Improvement Panel (ScIP) and Professional Learning Communities (PLC) has brought the concepts and principles of Collaborative Professional Learning to the forefront. Articulation, both vertical and horizontal, continues to maintain an atmosphere of collegial sharing across all five of our district's schools. In addition, our partnerships with higher learning institutions, especially Rowan University, has worked to ensure that continual professional, adult learning is taking place among our staff. The purpose of these collaborative processes is to positively impact student achievement through professional growth.

As within any organization or institution, challenges present themselves. Within the Glassboro Public School District, our unique challenge has always stemmed from housing Pre-K to 12th grade across five buildings. Consistency, continuity of instruction, and relevance of professional development across all levels has often hindered the dissemination of professional learning. However, with the formation of ScIP's and the continued revision of school-based professional development plans, the impact of this challenge is greatly lessened. In addition, the professional learning offered over the past year especially in the areas of Balanced Literacy, Writers Workshop, **Fountas & Pinnell Benchmarking, Readers Workshop, PBS – Positive Behavior Supports**, and Everyday Math, in conjunction with the continued support of the Supervisor of Mathematics and Language Arts Literacy coach, has resulted in much greater consistency and continuity of instruction.

Under the leadership of our superintendent, Dr. Silverstein, and our Director of Curriculum and Personnel, Mrs. Danielle Sochor, our district has **continued the** data-driven evaluation of all academic programs that are currently in place throughout the Glassboro Public School District. This data-driven scrutiny will be used to streamline our current programs as well as focus future professional development. **District administration has provided professional development and support to assist staff members in developing their SGO's as per the new Achieve NJ requirements. Finally, our district has implemented our district-wide teacher observation tool. In conjunction with *Teachscape*, our Charlotte Danielson-based evaluation tool has become the basis upon which observations are being conducted.**

Another challenge faced by the Glassboro School District is one of time and money. Budget constraints have hindered the ability of staff to meet collegially outside of school hours. In addition, limits have had to be placed upon professional development opportunities offered outside of the district due to recent changes to the State Education budget. Several alternatives have been employed throughout the district to utilize time in more creative ways including delayed openings and half-day schedules. These scheduling changes have resulted in increased collegial learning opportunities and greater collaboration both vertically and horizontally throughout the district.

2. In the Glassboro Public School District, all professional development opportunities are formally evaluated by the participants. Strategies and instructional information gleaned from these opportunities are then shared within our PLC's. District professional development opportunities are aligned to **reflect the State of New Jersey's updated definition of Professional Development and Standards for Professional Learning**. Through district provided professional development, staff has the opportunity to explore and discuss not only their understanding of the research and its application to individual disciplines and grade levels, but also how it relates to increased student achievement across the curriculum. Our focus on professional development in transitioning from isolated, independent experiences to a more

collaborative, collegial format exemplifies what we want for our students, i.e., making learning experiences more engaging for 21st century learners, and to see the student experience from a more global perspective. As our district staff becomes more proficient through our professional development, we move away from acting as activity designers and content coverers to true designers of curriculum and assessments, thereby positively increasing student achievement. The district is confident that the data obtained from implemented district-wide common assessments (MAP, benchmarks) will reflect positively on our current Professional Development initiatives for the 2014-2015 school year.

3. In the Glassboro Public School District, professional learning opportunities are reflective of the results of data collection and district analysis of student performance. The district is currently analyzing data to determine the impact of the implementation of several district programs to foster continuity of instruction. These programs include *Everyday Mathematics* K-6, *Holt McDougall Math* 7-8, *Advanced Math* 6, *Pre-Algebra and Algebra* 7-8 grade, and *Core Plus Mathematics* 9-12, as well as *Literacy by Design* K-5 and *McDougall-Littell Literature* 6-12. **Additionally, training continues to be provided to extend the use of READ 180 and System 44 as a supplementary program in Language Arts Literacy in grades 4th through 6th.** Professional learning opportunities have been offered to address the challenges of implementing these programs. Data gathered through professional observation, NJASK performance, and teacher records will drive future professional development needs in these areas. Training and support from collegial sharing, district coaches, the publishers, and higher education have been ongoing. Providing quality professional development, training, and support has become the primary focus of our district as reflected in our Board of Education goals, district goals and strategic planning process – tying together both school and community in an endeavor to foster increased student achievement.



“The greatest achievement of the human spirit is to live up to one's opportunities and make the most of one's resources.”

-Marquis de Vauvenargues

SECTION 2:B

1. Faculty and staff of each building collaborated on a working definition of student achievement. While verbiage and semantics differed according to grade levels, all definitions provided a multi-faceted understanding of the emotional, social and academic aspects of student achievement – motivation, responsibility, and accountability for becoming contributing members of our global society. Each definition also included the basic principles governing differentiated instruction – treating each student as an individual. Finally, while state testing outcomes were an essential part of each definition, a common sentiment was that standardized testing provided a

neutral standard for measurement regardless of economic, social, or family situations. The Glassboro Professional Development Plan will support the achievement of all district students through facilitating the transfer of professional, adult learning to student achievement. The district will provide for collegial, professional learning that focuses upon student success in all three spheres of achievement— emotional, social, and academic. The district will assure that the Glassboro Professional Development Plan aligns our district's concept of professional development with that of NCLB. This plan affords the staff the opportunity to participate in activities that are data-driven, student referenced, and content area specific. Furthermore, the plan provides for professional development in all pedagogical areas, as reflected in each building's Professional Development Plan, to enhance teacher knowledge and skills. These opportunities further enable all staff members, including paraprofessionals, to maintain certification under the new regulations. To this end, the implementation of the EE4NJ teacher evaluation tool also provides all staff with a valuable source of professional development from articles on pedagogy to master videos of teacher practice. The ambition of the Glassboro Professional Development Plan is to provide opportunities that are of high quality, sustained, intensive, and classroom focused. These opportunities will enable teachers to effect verbal, nonverbal, and written communication which fosters the use of inquiry, collaboration, and supportive interactions. The impact of these opportunities on teacher effectiveness and improved student achievement through written evaluations, administrator appraisals, and data analysis (MAP, benchmarks, common assessments) will be consistently evaluated. In addition, student diversity, special needs, and community factors will assist in directing professional development opportunities. In this way, these opportunities are meant to have a lasting impact on teacher performance and on classroom instruction.

2. The ScIP's met to discuss formulation of their buildings' Professional Development plans. In the context of that meeting, student learning priorities were analyzed and professional learning expectations were discussed. State testing data was initially utilized to determine professional learning needs. (See Appendix A) In addition, the District Mission, Goals, and Objectives were reviewed to focus school planning. Following this initial meeting, each building conducted a Needs Assessment Survey (See Appendix B) which asked staff to reflect upon current, and to suggest new, professional development opportunities. The results, as correlated from each building, reflect the current staff professional development needs as they relate to student learning. The district priorities identified through the Needs Assessment surveys are **Behavior Modification/Classroom Management, Writers Workshop, Small Group/Guided Reading, Data Driven Decision Making, Technology Training (SMART Board/SchoolWires), Learning Styles/Differentiated Instruction, instruction in student organization, and effective parent-teacher communication.** The district also conducted a student survey to give a voice to the recipients of our professional development efforts. (See Appendix B) Again, those needs identified by the student population correlate with those already identified by staff as well as the community. The top three needs identified were **Diversity in the classroom (learning styles, learning disabilities, multi-cultural), Computers and Technology, and Discipline Issues/Bullying.** Input from community members is garnered informally at each individual building through feedback forms from parent/teacher meetings, PTO events, and family activity nights. Formal input is gathered through district surveys, the district website, and the utilization of the Global Connect Information System. The Glassboro community's needs closely align with those of the faculty and staff of the Glassboro Public School District. **Community stakeholder input was garnered through an internet-based survey available on our district website also accessible at the Glassboro Public Library.** (See Appendix B) While participation in this survey continues to be a challenge, responses generally mirror those of our staff and students: **Parent/Teacher Communication, Computers & Technology, Discipline/Bullying, and Classroom Management, Current Literacy & Math curriculum** are the priorities as noted by our community members.

3. Multiple methods were used by the SCIP's to assess and design professional development opportunities for each school within the district. These methods included, but were not limited to, community surveys, analysis of the NJASK3, NJASK4, NJASK5, NJASK6, NJASK7, NJASK8, PSAT, and High School Proficiency Assessment (HSPA) results, building level surveys, formative and summative student assessments (MAP, DIBELS, benchmarks, monthly **Fountas & Pinnell guided reading levels**, common assessments, informal reading inventories) and, SMART Goals developed by building level PLC's. SMART Goals are Specific, Measurable, Attainable, Results-driven, and Time-bound. These measures provided evidence of adult learning needs based on student needs.

4. The final analysis of all multiple measures of needs assessments show our district priorities to be closing the achievement gap that exists among three primary subgroups – Minority, Economically Disadvantaged, and Special Needs populations.



SECTION 2:C

1. The professional development plan has been developed in concert with the Mission Statement of the Glassboro School District and the State of New Jersey Professional Development Standards for Educators. Continued professional development which reflects the State of New Jersey's updated definition of Professional Development and Standards for Professional Learning is important to assist our students with the skills, attitudes, and values needed to succeed as lifelong learners and be competent, well-rounded individuals ready to attain productive and self-fulfilling roles in an ever changing global society. Our plan is a long-term blueprint for focusing our resources toward quality, meaningful, and long-range professional development directly related to the enhancement of student learning through the NJ Core Curriculum Content Standards (CCCS) and the Common Core State Standards.

Below, the actual professional development opportunities offered by our district have been correlated to the State of New Jersey Professional Development Standards for Educators. These standards are identified and notated in bracketed bold-faced type. The district continues to ensure that all professional development opportunities reflect both NCLB regulations as well as the State of New Jersey's updated definition of Professional Development and Standards for Professional Learning. In that respect, all of the below professional development opportunities are referenced to student learning. Our schools have used data to make decisions about the content and type of activities that constitute professional development. Therefore, our professional development opportunities are based on research-validated practices. In all of the below activities, content area mastery for all teachers is a top priority. The district continues to strive to present a long-term plan that focuses upon providing and evaluating ongoing professional development that is aligned with state standards, assessment, and the local school curriculum.

The district has completed its work with the NJ School Boards Association in developing a revised District Strategic Plan. Subcommittees consisting of administrators, faculty, staff, and community members meet annually to evaluate and revise, if necessary, action plans focusing on the areas of Student Achievement, Finance, and Community Relations. Our SMART goals have been re-evaluated and adjusted accordingly following this process.



SMART Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Goal: Achieve Annual Yearly Progress for specific subgroups: Economically Disadvantaged, Minority, and Special Education</p>	<p>Implement Guided Reading and Writer’s Workshop K-8 (1.1- 1.3) Language Arts Literacy Workshops (1.1-1.3) Read 180 (1.1- 1.3)</p> <p>Implement Pre-Algebra & Algebra 6th-8th grade (1.1-1.3) Math Workshops (1.1-1.3)</p> <p>The Science of Teaching and Learning (2.1-2.7, 5.1-5.3, 12.3) UbD/Curriculum Mapping (2.1-2.7, 5.1-5.3, 12.3) Classroom Management (2.1-2.7) Inclusion Classroom Strategies (2.1-2.7, 5.1-5.3) Differentiated Instruction (2.1-2.7, 5.1-5.3)</p>	<ul style="list-style-type: none"> • Central Administration • Literacy/Math Coaches • Building Administrators • Teachers 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • NJASK scores • MAP Progress • Math/LAL Benchmarks • Guided Reading Levels • DIBELS • Lesson Plans • PLC Documentation • Scoring Rubrics • Teacher Observations/ Walkthroughs

SMART Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Goal: Provide appropriate training (professional development) to integrate technology across the curriculum</p>	<ul style="list-style-type: none"> • SchoolWires Training (1.1-1.3, 12.1-12.3) • Integrating SMART board Technology in the classroom to include SMART board materials and training (1.1-1.3, 12.1-12.3) • District provided technology workshop on a variety of topics (1.1-1.3, 12.1-12.3) 	<ul style="list-style-type: none"> • Central Administration/ Technology Team 	<ul style="list-style-type: none"> • June 2014 	<ul style="list-style-type: none"> • Teacher lesson plans/ evaluations noting use of SMART boards where available. • Teacher webpages • Staff attendance logs at provided workshops.

SMART Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Goal: Implement the district's strategic plan.</p>	<p>Implement strategies provided by the NJ School Boards Association</p> <p>Development of Subcommittee Action Plans</p> <p>Analysis of all State Assessments (4.1, 4.2, 11.1)</p> <p>Formation of SLT & PLC's (4.1, 4.2, 11.1)</p> <p>Development of SMART GOALS (4.1, 4.2, 11.1)</p>	<ul style="list-style-type: none"> • Central Administration • Strategic Planning Committee 	<ul style="list-style-type: none"> • June 2014 	<ul style="list-style-type: none"> • Finalized Strategic Plan • Overall improvement in community relations, fiscal decisions, and student achievement

SMART Goal	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Goal: Increase communication and stakeholder involvement in the educational process.</p>	<p>Fostering a relationship with community organizations (ie. Park & Rec., ministerial groups)</p> <p>School Law Workshops (7.1-7.2,12.1-12.3)</p> <p>Child Abuse Prevention Training (12.3)</p> <p>Navigating the Mental Health System for Children & Teens (12.3)</p> <p>Aspiring School Leaders Seminar (1.1-1.3, 2.1-2.7, 5.1-5.3)</p>	<ul style="list-style-type: none"> • Central Administration/ Public Relations • Strategic Planning Committee • Building Administrators • Teachers/Staff • PTO 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Overall improvement in community relations, fiscal decisions, and student achievement • PTO involvement • Parent surveys

The above professional development SMART goals are aligned with our district goals. In addition, each individual building has developed SMART Goals within the context of their PLC's. The strategies and actions outlined in SMART Goals will then be the basis and impetus for future professional development opportunities. In addition, current **SMART goals will be evaluated and revised at a later date following analysis of 2013-2014 data.** Furthermore, the goal of all professional development within our district will be to meet the emotional, social, and academic needs of our diverse student population.



SECTION 2:D

In the Glassboro Public School District, the driving force of all professional development will be aimed at providing the vehicle through which all of our students achieve success. The formation of PLC's in all district buildings is complete and PLC's are thriving. These opportunities reflect both the State of New Jersey's updated definition of Professional Development and Standards for Professional Learning. In an effort to indicate this connection, corresponding State of New Jersey Professional Development Standards for Educators have been listed in brackets immediately following each opportunity.

Primarily, the development of Professional Learning Communities **(2.1-2.7, 12.1-12.3, 6.3, 5.1-5.3)** reflects the district's adoption of a more teacher-centered approach to Professional Development that emphasizes collaborative, professional learning processes. The district has supported the development of PLC's through providing substitutes, allowing teachers the flexibility to become more creative with their use of time, and approving professional development opportunities that can then be turned key during PLC's.

Major training opportunities will include, but are not limited to: The Science of Teaching and Learning and **PBS – Positive Behavior Supports (2.1-2.7, 5.1-5.3, 12.3)** which stress differentiation and strategies to motivate and instruct primarily Economically Disadvantaged students. **Ongoing curriculum revision to meet the challenges of the Common Core and PARCC Assessments (2.1-2.7, 5.1-5.3, 12.3)**, Differentiated Instruction - Learning Styles **(2.1-2.7, 5.1-5.3)**, and implementation of UbD curriculum units **(2.1-2.7, 5.1-5.3, 12.3)** support instructional planning structures that will be utilized to meet the needs of our diverse student population. Various content area professional learning opportunities are also approved by the district, **especially professional development in the areas of Writers Workshop, Readers Workshop/Guided Reading, and small group instruction (1.1-1.3)**. In addition, the Glassboro Public School District approves outside professional learning as identified in school-level needs assessments.

The district has curriculum committees in all major content subjects and for many of the special areas. These committees will meet at quarterly K-12 with the Director of Curriculum and Personnel. The District Curriculum Committees assist in fostering vertical and horizontal articulation among grade levels. In this way, common needs among buildings are addressed and gaps between buildings are identified. Each of the schools has representatives from each grade level on the district committees **(7.1-7.2, 8.1 – 8.10)**. Representatives, grouped by grade level clusters organized to maximize vertical articulation, meet in full-day sessions with the Director of Curriculum and Personnel. Responsibilities of the committees include, but are not limited to: (1) ensuring horizontal and vertical articulation of programs between schools and grade levels; (2) providing communication with personnel on all levels; (3) reviewing, and where necessary, the revision of curriculum guides utilizing the *Understanding by Design* model; (4) continuing to align curricula to infuse the revised New Jersey Core Curriculum Content Standards and the Common

Core Standards; and (5) recommending staff development activities and programs.

Individual schools have articulation and established PLC's to discuss educational **(1.1, 1.2, 1.3, 3.1.1, 9.1-9.8)** and instructional issues **(2.2, 2.3, 2.5, 2.6)**. The PLC's analyze state and standardized test results including MAP, DIBELS, benchmarks, and common assessments. SMART Goals are written to share with the staff, citing strengths and weaknesses shown by the data analysis **(4.1, 4.2, 11.1)**.

Several professional development opportunities have been offered by Rowan University, including, but not limited to, the SJMP – South Jersey Math Partnership, the Rowan University Literacy Consortium and Closing the Achievement Gap Consortium. The district also utilizes its partnership with Rowan University to provide instructional support through coaching and mentoring. Additionally, many of our teachers continue their education by enrolling in undergraduate and/or graduate courses at accredited institutions. **(10.1-10.6)**.

The Glassboro Professional Development Plan will be presented formally to the Glassboro Public School District School Board. In addition, copies are sent to all building administrators to be shared with staff members as well as other stakeholders.

All professional development opportunities presented and approved by the Glassboro Public School District will be closely aligned with the student learning goals of our district. In addition, opportunities will target our priority populations – Minority, Economically Disadvantaged, and Special Needs. Professional development opportunities will also align with PLC SMART Goals which are Specific, Measurable, Attainable, Results-Based, and Time-bound objectives focused on promoting positive student achievement.

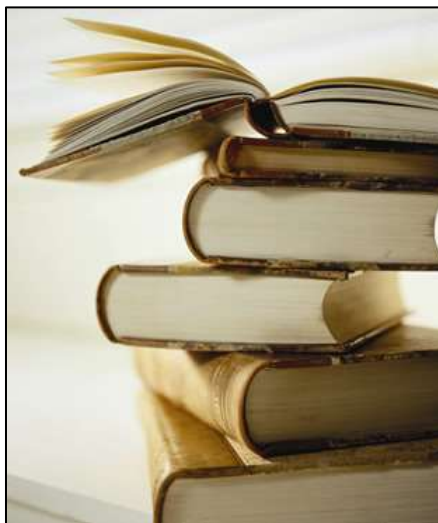


SECTION 2:E

The Glassboro Public School District encourages the creative use of scheduled time to meet collaborative professional learning goals. The district also provides for articulation, both vertical and horizontal, throughout all five district buildings. All staff members are afforded professional preparation time during which they can participate in collaborative professional learning. The district supports each building's formation of ScIP's and PLC's. **PLC's are conducting book studies to enhance professional learning.** The district also provides substitutes for various professional learning – in particular, district curriculum committees. Finally, the district Literacy Coach and Supervisor of Mathematics, in addition to the district's partnership with Rowan University are resources through which collaborative professional learning is supported, sustained, and strengthened. Four full-day professional days have been arranged by the Director of Curriculum and Personnel to provide Professional Development for all staff members in an effort to aid teachers in meeting the newly revised 100 Hours Requirement.

Funding for programs was provided through the following grants: No Child Left Behind, Title I-Part A: Improving Basic Programs Operated by Local Education Agencies, Title II-Part A: Teacher and Principal Training and Recruiting Fund, Title II-Part D: Enhancing Education Through Technology, Title III – English Language Acquisition & Language Enhancement, Title II (carry over), Early Childhood Program Aid, Individuals with Disabilities Act, and Perkins Grant.

It is becoming increasingly evident that district and building administrative support have rallied around providing much needed and desired professional development for all staff members. Professional Development has become a primary focus of our district, providing support for staff members in all curriculum areas. In addition, there have been additional layers of accountability put in place to show evidence of the effectiveness of our professional development on student achievement including, but not limited to, MAP testing, DIBELS, benchmarks, guided reading levels, informal reading inventories, and standardized testing. Additionally, fiscal support is necessary to sustain and promote continued growth. It is anticipated that additional sources of funding will be necessary to meet the needs of an ever growing and changing program.



“Be a yardstick of quality. Some people aren't used to an environment where excellence is expected.”

-Steve Jobs



SECTION 2:F

The ScIP's will meet throughout the year to assess the effectiveness of the District Professional Development Plan. Methods of assessment will include, but not be limited to: documented evaluation of presentations/presenters, teacher feedback/response, and administrative evaluation of in service activities. The ScIP's will review both individual attendance at workshops and school-wide in services on a regular basis to monitor ScIP objectives at the various building levels. Teachers and administrators will be encouraged to provide summaries and/or testimonials reflective of their recent attendance at professional development opportunities.

The following evaluations are currently in place:

- ◆ Staff presentations to colleagues are evaluated by administrators for relevance & effectiveness
- ◆ Monitoring of lesson plans and classroom observations, both formal and informal, assure implementation of acquired knowledge and skills that are deemed relevant to classroom instruction and environment. The district implementation of the EE4NJ teacher evaluation/observation tool in September 2013 focuses on the framework for teaching within the four domains – Planning/Preparation, Classroom Environment, Instruction and Professional Responsibilities. The Individual Professional Development Plan, also utilizing the Charlotte Danielson model, will further link professional development, teacher performance, and student achievement in a real and tangible way.
- ◆ Adoption of norm-developed based assessments (MAP testing, DIBELS, benchmarks, guided reading levels, informal reading inventories, and standardized testing) in which to determine professional development needs within a 5-year time frame.
- ◆ An annual report from each ScIP to the Glassboro Board of Education outlining goals and objectives that have been met and those that are still on-going.

The ScIP will encourage staff and administration to pursue high quality, sustained, intensive, and classroom focused professional development in order to ensure the highest level of individual and collective professional growth as reflected and measured in student learning and achievement.

The ScIP continues to utilize the Workshop Evaluation Form, which is completed by staff members attending out of district workshops, seminars, and conferences. In addition, in-district workshops, seminars, and conferences are currently evaluated by attending staff and administration. These evaluations will be used to identify quality professional development opportunities that have been shown to positively impact student learning.

The ScIP will continue in subsequent years to utilize current evaluation practices and revise these assessment tools to maintain correlation with NCLB as needed. The State of New Jersey continues to implement comprehensive standardized testing at additional grade levels. The ScIP feels that it can use the data gathered from these assessments to further evaluate the student needs of the district. The ScIP will also take advantage of information from the State of New Jersey Department of Education and Best Practices in Professional Development Conferences to stay abreast of new and more effective means of evaluating professional learning.

School Professional Development Plan Summaries

J HARVEY RODGERS SCHOOL

Summary

Professional development opportunities have been provided that align with District and School objectives. Training sessions and/or overviews support the ongoing implementation of our current curriculum/programming in our Kindergarten classrooms. Pre-Kindergarten teachers will continue Creative Curriculum training with the goal of further aligning practices to the Kindergarten programming. Positive Behavior supports training/data review will continue to be provided to enhance pro-social development. The Supervisor of Mathematics, literacy coach and curriculum coordinator will continue to help with practical classroom applications for Everyday Math, Wilson's Foundations, Writer's Workshop and Literacy by Design.

Student achievement in early childhood can be defined measureable growth in the areas of social/emotional skills, language development, gross/fine motor skills, mathematical knowledge, and reading readiness skills. A standardized, developmental screening assessment will be used to pre/post-test students. In addition, teachers will collect anecdotal records, work samples, literacy and math benchmarks, guided reading levels, DIBELS, and curriculum-based program assessments.

This new school professional development plan will provide for ongoing training. Teachers will be trained in research-based programs that give additional support to the current curriculum. Staff needs were identified as Positive Behavior Supports; CPR; Lucy Calkin's Writer's Workshop; Wilson's Foundations; Guided Reading; Creative Curriculum GOLD; and ongoing Everyday Math/Common Core Standards based station training. Staff training will include all classroom teachers so that there may be coordination between grade levels and provide building wide continuity. Classroom aides will be included when possible.

Our professional development goals align with the needs of the staff as well as the student learning goals. The Wilson's Foundations training enhances our Literacy by Design curriculum. It provides teachers with a consistent way to instruct students in phonemic awareness. The Writer's Workshop training gives teachers a way to provide developmentally appropriate writing instruction to Kindergarten students. Ongoing guided reading and Reader's Workshop training will give teachers strategies to help students succeed in becoming readers. Common Core Standards based station training will help supplement our Everyday Math Curriculum. The Positive Behavior Supports training gives the staff the strategies they need to manage behavioral challenges in the classroom, model acceptable behavior, and boost student self-esteem. Response to Intervention training will support students referred to I & R S. By increasing collaboration time, the staff will be able to observe their peers, share their best teaching ideas, and track the pacing of the curricula.

The Rodgers School will utilize specified professional development time periods in place on the school district's calendar to schedule training sessions. Additional training time will require substitute teachers to cover the classroom for teachers and aides. Collegial sharing sessions will be scheduled to provide teachers with an opportunity to mentor one another in implementation of new curriculum. These sessions will also be used to discuss student performance on end of marking period assessments. These opportunities will help to evaluate the effectiveness of the professional development. Budget funding, the building principal and the curriculum coordinator will ensure professional learning is ongoing.

A standardized, developmental screening assessment has been selected to pretest Kindergarten students. In November, March and June, we will look at the assessment results (Literacy and Math Benchmarks, guided reading levels, and DIBELS) to monitor the student progress and to determine whether the new programs are effective. They will be used to identify any weaknesses within the curriculum and use the data to springboard future professional development opportunities.

Through the Bulldog Buddies program, teachers and staff address the school-wide and specific setting behavioral expectations for all students who attend our school. Character Education and bullying lessons focus on ways students can handle situation that might possibly lead to problems. The Administration & Bulldog Buddies Committee continue to work with the school community and staff to find solutions to reduce discipline infractions. Our goal is to provide proactive measures students can use to continue to be successful in all areas of the school environment.

JHR has successfully completed two years with the Bulldog Buddies School-wide Positive Behavior Support (PBS) System. The number of reactive disciplinary measures continues to decrease (detentions, suspensions, etc.) along with the number of office referrals.

To assist with the PBS model the Bulldog Buddies Committee continues to institute initiatives to deal with all student behaviors in a proactive manner. This has included the Principal's Check-in Program, universal rewards and our school-wide token economy.

DOROTHY L. BULLOCK SCHOOL

Summary

The key elements of the Dorothy L. Bullock School, professional development plan that need to be replicated for the 2014-2015 school year include several key areas of focus. These areas of focus include: the continuation of Everyday Mathematics consultations, Writing Workshop –Units of Study, Guided Reading, Renaissance Learning component- Accelerated Reading, collegial discussions to address The Science of Teaching and Learning and grade level sharing of workshops attended.

Dorothy L. Bullock School believes that student achievement is multifaceted and measured by the following criteria: student academic performance, social and emotional development, and community responsibilities. The staff at Dorothy L. Bullock School models acceptable social skills and emotionally appropriate behaviors for our students. We continue to empower our students to learn how to make better responsible life choices and become concerned citizens in our Glassboro community. We have identified that the key needs for academic success are rooted in our continued training in the areas of math, writing, and reading.

To address student academic performance, a thorough analysis and monitoring of school-based performance Data (NJASK3), local surveys (parent/teacher professional development needs assessment), classroom assessments (STAR Reading, STAR Math, DIBELS, benchmark assessments), SMART Goals (writing), the Dorothy L. Bullock School Improvement Panel, as well as grade level teams, identified areas of concentration to be Writing, reading, and mathematics. Previous professional development focused on enhancing student learning by providing teachers with the training needed. Project Read and Project Write training provided additional strategies to assist in differentiating instruction. Continued access to the Everyday Mathematics Consultant, as well as, the Supervisor of Mathematics and literacy coach, continues to provide teachers with additional support to assist in meeting the needs of their students. To address student achievement within the area of social and emotional development, as well as, community responsibility, staff and students continue to utilize the strategies through continued collegial discussions using the Science of Teaching and Learning.

Dorothy L. Bullock School's learning goals have been identified to include: enhancing the knowledge of standards based mathematics through continued access with Everyday Math consultant and the utilization of the district math coach; increase student achievement in literacy and writing through the continued use of small group guided reading instruction; Units of Study for Primary Writing, by Lucy Calkins; the development of SMART goals for writing through the use of modeling, assigning writing prompts, utilizing the district literacy coach, and ongoing training in the Danielson Observation Model.

The professional development opportunities offered and approved at Dorothy L. Bullock School will reflect the State of New Jersey's updated definition of Professional Development and Standards for Professional Learning. The process begins within the ScIP and the PLC's. Opportunities include: grade level teams, online professional learning, internal and external workshops, professional learning communities, articulation across grade levels, as well as, district curriculum committees K-12.

Student performance data, resulting from testing in literacy, writing and math will aggressively be addressed through the structures listed in our professional development plan. Results will be provided to us from the various school and state assessments. Through the analysis of these results, the school leadership team in conjunction with the schools professional learning communities and administrator will develop the student learning goals. These student learning

goals will drive the professional development within the school. The school's professional development plan will be provided to all staff electronically and also posted on the school website. The plan will constantly be reviewed during grade level and school leadership team meetings for any needed revisions.

There are many resources that ensure professional learning is ongoing at Dorothy L. Bullock School. For example, our school provides for articulation among grade levels. These opportunities allow for discussions regarding educational and instructional initiatives, and collegial sharing of instructional strategies. In addition, professional committees are created based upon the need to address various educational issues. For instance, the school leadership team creates reports and recommends action plans that are shared with the staff. Additional resources available to the staff include the following: professional release days with substitutes, dedicated full day and half-day in-services, county in-services, out of district workshops, consultants working within the school day and summer workshops. Also, teachers have the opportunity to earn a higher degree by enrolling in undergraduate and/or graduate courses at an accredited institution. At the district level, curriculum committees are created through representatives through the K-12 grade levels. These committees assist in fostering vertical and horizontal articulation among grade levels. Periodic online professional development is also provided at the district level.

Our goals for evaluation of our school professional development plan will include: a thorough analysis and monitoring of measurable and observable student achievement and school-based performance data: (NJASK3), local surveys (parent and teacher professional development needs assessments), classroom assessments (STAR Reading, STAR Math, DIBELS, M.A.P diagnostic testing) benchmark assessment, individual student performance assessments, i.e.(unit tests, slate assessments, high frequency word trimester checklists, writing samples), and SMART Goals in literacy and writing as well as evidence of measurable and observable student achievement. Teachers, including special area staff, will address the areas of math, literacy, and writing as evidenced through their lesson plans as a directive from their PDP's. The School Improvement Panel in cooperation with PLC's and building administrator will determine whether we have reached our professional development goals.

THOMAS E. BOWE SCHOOL

Summary

The Thomas E. Bowe School Professional Development Plan will be a living document. The Bowe **ScIP** will seek to leverage into the new plan the key components of our current Professional Development reality that focus upon and support teacher-driven collegiality and student-centered, data-driven, **and a differentiated model of professional development that align with school, district, and state goals. The ScIP, the continued expansion of PLCs, and the evaluation and revision of SMART Goals continues to be the primary vehicles which drive our vision of student achievement.** In addition, our district-wide partnership with Rowan University, our district-wide articulation and collegial walkthroughs continue to foster teacher-driven collegial learning. All of these elements, coupled with the collegial study of the research-based works of educational consultants such as Fountas & Pinnell and Charlotte Danielson, will improve both the quality and validity of professional development. **Finally, our district has implemented the district-wide teacher observation tool. In conjunction with *Teachscape*, our Charlotte Danielson-based evaluation tool has become the basis upon which future observations will be conducted. Currently, Thomas E. Bowe School teachers have begun training for PBS – Positive Behavior Supports in a further effort to educate “the whole child” and ensure that learning is made accessible to all students by facilitating their social and emotional growth as well as their academic growth.**

Thomas E. Bowe School believes that any definition of student achievement must consider and encompass the concept of the “whole child”. To that end, student achievement relies upon a hierarchy of support, guidance, and instruction aimed at facilitating a student’s social, emotional, and academic growth as determined by observable and measurable outcomes.

EMOTIONAL: aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Observable and Measurable Outcomes:

- Responsibility improves - maintaining a daily agenda, increased homework completion, increased independent reading, engaged in learning process (taking risks)
- Increase class participation.
- Responds positively to adult correction.
- Takes more pride in work producing a better quality of work.
- Seeks help when needed rather than avoiding a task.
- Takes a greater interest in classroom and school incentives such as behavioral points, Renaissance, **PBS – Positive Behavior Supports**

SOCIAL: attributes that contribute to an effective and productive community and the common good of all.

- Observable and Measurable Outcomes:
- Improved peer relationships
- Improved communications with teachers
- Ability to select a peer for group work or pairs
- **PBS – Positive Behavior Supports**

ACADEMICS: knowledge and skills to be successful in school and life.

Observable and Measurable Outcomes:

- State wide assessments
- Benchmarks
- **Fountas & Pinnell Guided Reading Benchmarks**

- AR/Star Reading
- Rigby/MDL Assessments
- NJ state writing rubric
- Teacher made assessments

Thomas E. Bowe School believes that the child is a continuum and that student achievement is just that, one student taking another step towards his or her social, emotional, and academic potential.

The Bowe ScIP distributed a School Culture Survey in order to gauge the attitudes of our staff in regards to formal collaborative learning. The results are TBD

The Bowe **ScIP** also administered a Professional Development Needs Assessment. The top five areas selected reflect our staff's current pedagogical concerns. These areas are:

- 1. Classroom Management focusing on Small Group Instruction**
- 2. Differentiated Instruction (modeling and/or formal training)**
- 3. Collegial visitations (teachers visit teachers)**
- 4. Data Driven Decision Making**
- 5. Development and Management of Literacy Stations**

Furthermore, as revealed in staff comments, there is a great interest in collegial professional development – having staff present PD opportunities as well as turn-keying information from outside PD opportunities.

At Bowe School, our PLC's will be developing grade-level, subject specific SMART Goals which align to NCLB objectives, reflect the State of New Jersey's **updated definition of Professional Development and Standards for Professional Learning** and correspond to the established district goals and school NJASK Proficiency objectives. In order to achieve these SMART Goals, we must continue providing differentiated professional development opportunities that reflect our analysis of student data, encourage teacher collegiality, and support best practices. The primary thrust of our professional development lies in the establishment of our ScIP and PLC's – the goals of which are completely focused on measuring, monitoring, and improving student learning.

All professional development opportunities offered and approved at Bowe School will reflect the State of New Jersey's **updated definition of Professional Development and Standards for Professional Learning**. The process will progress within the structure of the ScIP, the already established PLCs, and the progress toward the attainment of SMART Goals. Opportunities will include both in-house and out of district workshops and seminars; the contents of which will be presented by staff through articulation meetings and PLCs. Professional learning opportunities will engage our staff in effective learning processes that foster collegiality and collaboration. They will provide **differentiated support** for staff to incorporate newly acquired skills into their work through best practices, data analysis, and professional reflection.

The professional development measures outlined in the Bowe School Professional Development Plan will first and foremost utilize the staff of Bowe School as its primary resource to ensure that professional learning is ongoing. Through our **ScIP**, PLC, and other formal and informal opportunities for collegial sharing, the staff members of Bowe School will continue working toward the attainment of their SMART Goals. In addition, district resources such as our

Supervisor of Mathematics and Literacy Coach will also provide opportunities for professional growth. **As a result of the implementation of the Bowe School PD Plan, teachers will work collaboratively to develop curriculum, implement effective teaching strategies, and periodically reflect on the goals of the school as well as their individual professional goals as outlined in their PDP. Specifically, we will examine assessments and benchmarks in Reading and Mathematics to determine their accuracy in measuring student achievement and to determine instructional goals for students on an individualized basis. Evidence that educators have acquired these skills will be measured by the development of UbD lessons, analysis and reflection of benchmark assessments, and by staff presentations of best practices.**

Time is a critical resource necessary to support the implementation of the professional development initiatives through a variety of staff development workshops and seminars throughout the 2013-2014 school year. **PLC's will convene formally on regularly scheduled delayed opening days, scheduled half days, and during regularly scheduled monthly articulation meetings.** PLC's will also meet informally, as decided by the PLC members, to discuss educational and instructional issues. Administrative support is critical. Additionally, fiscal support is necessary to sustain and promote continued growth.

The Bowe **ScIP** will conduct an evaluation of our professional development plan through informal discussions, formal surveys, staff presentations of best practices within the context of PLC's, and the appraisal of our staff development by and through the district Supervisor of Mathematics and Literacy Coach. Finally, the ultimate evaluation of any professional development plan is gathered through evidence of measureable and observable student achievement.

GLASSBORO INTERMEDIATE SCHOOL

Summary

1. In the area of professional development Glassboro Intermediate School (GIS) has taken part in district-wide training sessions during the 2013-2014 school year. We worked with various subject-area and content level consultants within our field. The positive aspects of previous professional development opportunities, that should be retained or replicated, are in the areas of Writing Workshops, Guided Reading/Literature Circles, and new Evaluation form.
2. Glassboro Intermediate School's definition of Student Achievement: Student achievement should include confidence in academic and social situations. Student responsibilities for learning and behavior include self- motivation, and accountability for all skills and knowledge necessary to be a contributing member of society. Students should be able to transfer skills to real life situations and adapt successfully to change. Student achievement on standardized tests provides a standard of measurement regardless of economic, social or family situations.
3. Our new plan seeks to find ways to increase student achievement through teacher collaboration and education on practices and methods that are research based and empirically effective. The school's goal is to increase student achievement, it is imperative that teachers are using these methods in order to prepare these students for local and global success. In order to meet these goals, our professional development goals have likewise grown to include a systematic restructuring of the way classroom teachers teach, an examination of learning styles among students, and a careful consideration of student needs. SMART goals are to be determined at a later date following analysis of 2013-2014 data.
4. Staff and administrators will be given the opportunity to participate in a variety of staff development workshops and seminars throughout the 2014-2015 school years. Intermediate School teachers will continue to work with district curriculum committees in all major content subjects and for many of the special areas. These committees meet with the Director of Curriculum and Personnel in hopes of fostering vertical and horizontal articulation among grade levels. Additionally, the Intermediate School meets with Glassboro High School and will meet with Bowe School on a school wide level for the purpose of articulation. At Intermediate School the Math and Language Arts departments meet weekly. Since January 2014 all major subject areas (Math, LAL, Science, and Social Studies) have met weekly for common planning time. Following the UbD model and the Common Core and the New Jersey Common Core standards departments will collaborate to create curriculum and common assessments together in order to increase student achievement.
5. The staff will be able to utilize various resources in order to realize instructional goals set forth in the school's mission. Consultants from Rowan University and local educational organizations, i.e., EIRC and ETTC will provide instructional expertise that teachers can transfer and apply in their daily lessons and educational activities. For staff members who are new to the school, a comprehensive mentoring program will provide some level of direction that will help those teachers develop effective learning practices. Lastly, staff members who take advantage of outside professional development opportunities will be encouraged to relay valuable information to their colleagues.
6. Our goals are to share the evaluations of our out of district workshops as well as implement an in-house workshop evaluation. The ScIP team will review staff evaluations of workshop training to see if they reflect relevance and application for our staff.

GLASSBORO HIGH SCHOOL

Summary

1. The formation of a ScIP has been critical in overseeing staff development so that professional development initiatives are coordinated, integrated and goal directed. Some of those initiatives have included but are not limited to: The development of Student Growth Objectives, Data Driven Decision Making, UbD, The Science of Teaching and Learning, unit assessment analysis, question and answer analysis on teacher examinations, and Professional Learning Communities. The opportunity to meet with colleagues through delayed openings and ½ days has been critical to ensuring all educators are engaged in and exposed to the same professional development experiences.

2. Glassboro High Schools definition of student Achievement is:

Student achievement should include confidence in academic and social situations. Student responsibilities for learning and behavior include self-motivation, and accountability for all skills and knowledge necessary to be a contributing member of society. Students should be able to transfer skills to real life situations and adapt successfully to change. Student achievement on standardized tests provides a neutral standard of measurement regardless of economic, social or family status.

The school committee is using school-based performance data to drive the professional development needs in our school by recognizing that our students are the products of the society and community in which they live. Our goals have grown to include a meta-analysis of teacher tests and exams, college and career readiness standards, and a focus on implementation of a student focused, teacher evaluation system. In order to give an accurate profile of student performance, we examine results of the HSPA, PSAT, SAT, MAP, and AP test scores. Student growth objectives will be developed using standardized test results as well as course benchmarks. We will also use pretests, mid-terms and final exam analysis to gain an understanding of our student's progress. Our scores reflect our students' conflicts, limitations, and achievements. Good intentions are no longer sufficient agents for change in our students' lives. Data from ongoing standardized tests has informed us that cultural norms of poverty play a major role in our students' performances. The impact is far greater and reaches further than we ever suspected. Therefore, an appreciation for and an understanding of poverty with all of its ramifications is tantamount to providing our students with the tools they will need to succeed in the 21st century. From this place of understanding we have developed a vision for the future which includes curriculum developed using Understanding by Design, commitment to teacher training in differentiated instruction, professional learning communities and collaboration among staff and administration.

3. While it has been an ongoing effort at Glassboro High School to align the school's concept of professional development with new Performance Targets, our new plan seeks to find ways to increase student achievement through teacher collaboration and education on practices and methods that are research based and empirically effective. Because the school's goal is to increase student achievement, it is imperative that teachers are using these methods in order to prepare these students for college and career readiness. In order to meet these goals, our professional development goals have likewise grown to include a systematic restructuring of the way classroom teachers teach, an examination of learning styles among students, and a careful consideration of student needs. These goals only highlight the greater goal of implementing a new teacher evaluation system which is focused on student engagement and achievement (Danielson Model). We continue to develop benchmark assessments that are aligned to the Common Core standards.

4. Staff and administrators will be given the opportunity to participate in a variety of staff development workshops and seminars throughout the 2014-2015 school year. These opportunities reflect the State of New Jersey's updated definition of Professional Development and Standards for Professional Learning. In an effort to indicate this connection, corresponding State of New Jersey Professional Development Standards for Educators have been listed in brackets immediately following each opportunity.

5. Administration views time as a critical resource to support the implementation of the professional development initiatives through a variety of staff development workshops and seminars throughout the 2014-2015 school year. Staff will work in collaborative teams during scheduled half days, delayed openings throughout the school year, as well as during regularly scheduled monthly working faculty and department meetings. Staff will also work in grade level interdisciplinary teams to discuss educational and instructional issues. In addition, staff will turnkey relevant professional development to colleagues. Central Administrative support is critical. Additionally fiscal support is necessary to sustain and promote continued growth.

6. Teachers will learn how to develop curriculum, implement effective teaching strategies, work collaboratively and periodically reflect on the goals of the school and of their department. Specifically, we will examine assessments and benchmarks for individual courses to determine their accuracy in measuring student achievement. Evidence that educators have acquired these skills will be measured by the development of Student Growth Objectives, and analysis and reflection of benchmark assessment.