

Camden County Technical Schools
Professional Development Plans
2010-2012

Dr. Albert Monillas, Superintendent of Schools

- 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 positive aspects of previous professional development opportunities that we will retain and replicate are the ongoing focus and inservice sessions for language arts literacy (LAL), mathematics, research-based instructional strategies, and data analysis for certificated and support staff. Transfer of effective instructional skills are progressing as evidenced through classroom walkthroughs and formal evaluations by content-area supervisors, coaches, and the School Leadership Committee (SLC) members. Challenges that require our attention and ways in which to address them are a higher degree of transfer for effective instructional strategies, teacher availability to attend professional development sessions in the summer and availability of teacher release time during the teaching day. These issues will be addressed through collaborative peer coaching sessions for teachers providing an opportunity to observe lessons and offer feedback. Early publication of the summer professional development opportunities will allow more time for teachers to plan to attend summer sessions. Teacher release time will be scheduled during the school day on a rotating basis to lessen teacher any negative effect on students during the release pull out sessions.

- 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.**

Previous evaluations were conducted using rubrics designed to identify effective teaching practice. These forms are called *Instructional Feedback Forms* and they focus on improving teachers' classroom instruction and practices. The Instructional Feedback Forms are used during monthly evaluations conducted in classroom walkthroughs by content supervisors and members of School Leadership Committees (SLC) at each of the two high schools. Camden County Technical School (CCTS) educators have determined that teaching practices and student learning have improved as a result of professional development sessions instructing teachers using research-based methods for good classroom practices, such as, designing of mastery objectives to focus learning and utilizing formative assessments during instruction to meet the needs of all students.

- 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?**

CCTS' educators have ensured that professional development is addressing student learning needs and is aligned to New Jersey Core Curriculum Content Standards (NJCCCS) along with school priorities and key initiatives by administering quarterly assessment that are aligned to the NJCCCS and analyzing the data to determine students' learning. The quarterly assessment data, along with analysis of attendance data and discipline data provide information on what students are achieving and what students need additional support.

1. Each district [school] has 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?

Our two high schools, Gloucester Township and Pennsauken, each have their own School Leadership Committee (SLC) and School Professional Development Committees (SPDC). Members from each school committee combined to form the district SLC and SPDCs and together work very closely on the shared vision for student achievement.

The schools' definition of student achievement is students showing growth in the following areas:

- Increased achievement of benchmarks established by the state in the NJCCCS
- improved application of academic and career area content
- increased student responsibility toward life-long learning goals to include evidence of growth in professional and mature behaviors
- increased evidence of growth, including the ability to conduct themselves in a manner consistent with societal expectations, and ,
- enhanced ability to transfer new skills to real-life situations

The focus for both schools is to assure that 80 percent of all students will score at a 50 percent proficiency in the NJCCCS as evidenced in the SchoolNet quarterly assessment data and 80% of teachers will be observed with students engaged on the Instructional Feedback Form.

The LPDC supports these definitions by providing focused professional development on student achievement during inservice sessions in research-based strategies for effective instruction with aligned district curriculum. To evaluate the transfer of the teachers' learning to classroom instruction, walkthroughs are scored using the Instructional Feedback rubric, which identifies the skills and strategies teachers are utilizing in their instruction and any needs that require support.

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.

The LPDC communicated the student learning gaps and the learning priorities to both schools for planning through the SLC presentations to all staff, during faculty meetings, and at content level professional development workshops. The LPDC conducted a Needs Assessment which staff provided inputs for district priorities for professional development. The needs assessment contained questions which are research-based from Victoria L. Bernhardt's *Using Data to Improve Student Learning*. Staff responded to questions regarding the effectiveness of current professional development and they were asked to identify needs for future professional development.

The Needs Assessment was an online questionnaire and members of the committee analyzed the results of each for each school. In addition, feedback forms completed during each professional

development training session was analyzed for staff learning. These Needs Assessment results drove our professional development plan.

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

The LPDC used the quarterly students assessment data and results of Instructional Feedback Forms from classroom as evidence of adult learning needs based on student performance and classroom teaching. The data identified the goals and objective for staff's professional development.

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

The final analysis of the Needs Assessments showed district professional development priorities were student engagement. This was supported by the data from Instructional Feedback form rubrics from focused classroom visits which confirmed that improved modeling and questioning would improve student engagement and support achievement.

5. 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.

The student learning goals and other learning needs established by the district are:

92% of students score proficient in LAL on the HSPA or reduce the partially proficient by 10%

86% of students score proficient in math on the HSPA or reduce the partially proficient by 10%

All students score at 50% proficiency on the quarterly SchoolNet assessments

6. List the professional development goals for the district. These could be SMART goals.

The professional development goal for the district based is

By June 2012, during classroom walkthroughs 80% of teachers observed in walk-throughs are shown to have student engagement on the Instructional Feedback form.

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

CCTS' 2011-2012 professional development goals are designed to improve teachers' classroom practice to engage students and focus on individual learning needs resulting in students achieving proficiency on the HSPA and quarterly SchoolNet assessments.

CCTS' district priorities are the same.

8. 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 of goals?

Our professional development opportunities are aligned to the following New Jersey State Professional Development Standards:

- Context 1: Learning Community
- Context 3: Resources
- Process 4: Data-driven
- Process 5: Research-based
- Process 9: Collaboration
- Content 10: Equity
- Content 11: Quality Teaching

Professional development structures and processes have been ongoing and sustained since 2004 to the present; structures and processes in place are:

- Good Practices in LAL and mathematics—Summer Institute conducted by Highly Skilled Professionals/Consultants for LAL and mathematics with ongoing monthly sessions to support the skills and strategies needed to implement the use of good practices.
- Effective Instructional Strategies for LAL and mathematics-- Summer Institute conducted by HSP/C for LAL and mathematics with ongoing monthly sessions throughout the year to support the skills and strategies needed to implement the use of effective instructional practices.
- Peer Coaching for LAL—Summer Institute two-day peer coaching session for LAL with follow-up monthly meetings during the school year.
- Collaborative Lesson Design and Socratic Seminar for social studies—Summer Institute conducted by HSP/C with monthly follow-up sessions throughout the school year to support the skills and strategies needed to implement lesson design and Socratic seminar.
- New-to-District Training — Summer Institute conducted by HSP/C for two- day session with ongoing sessions during the school year. Coaches meet with teachers for lesson planning, co-teaching, and problem-solving in order to make significant gains in their capacity to ensure educational practices match the district’s instructional goals.
- Curriculum Improvement in Instructional Strategies—Summer Institute two-day session conducted by HSP/C along with presentations during the school year and monitoring by walkthroughs and feedback forms.
- Beginning Teacher Induction Program—sponsored and supported by CCTS for new staff in-district and out of district.
- Mentor Training— Summer sessions for teacher mentor training conducted in-district and supported during the year as need arises.
- Master of Arts in Instructional Technology--Teachers learn skills and strategies needed to meet the instructional technological demands for our teachers and students in this global society.
- Student Engagement in Learning—Summer Institute conducted by HSP/C for a two-day modeling and questioning workshop.
- Data Analysis for Student Achievement--facilitated by HSP/C who meets with members of the SLC to analyze assessment data and support committee members’ preparation for reporting data and training school staff to analyze data.
- Closing the Achievement Gap—conducted by HSP/C
- Professional Learning Communities (PLC)— Our newest initiative is the creation and development of Professional Learning Communities (PLCs), which will be focused on improving student achievement. PLCs will be formed by department and will focus first on teachers sharing and ensuring that curriculum, instruction, and assessment practices

are aligned with best practices; focus will also be on improving mathematics and literacy instruction in all classes across the curriculum. Later focus of PLCs may include other, teacher-generated special topics

These professional development sessions have been ongoing and sustained and will continue into the next five-year professional development cycle to ensure all staff new to the district are provided an opportunity to meet the district's expectations for good classroom practice.

9. 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?

The key NJCCCS that our school will focus our professional development on are:

- Language Arts Literacy
 - 3.1 Reading
 - 3.2 Writing
 - 3.3 Speaking
 - 3.4 Listening
 - 3.5 Viewing and Media Literacy
- Mathematics
 - 4.1 Number and Numerical Sequence
 - 4.2 Geometry and Measurement
 - 4.3 Patterns and Algebra
 - 4.4 Data Analysis, Probability, and Discrete Mathematics
 - 4.5 Mathematical Processes

Other district initiatives that will be targeted for intensive learning are:

- strategies and skills that are needed to increase students' achievement
- data-driven decision-making
- teachers' classroom behaviors of modeling and questioning which will improve student engagement
- collaborative lesson planning to ensure teachers learn effective practices that support lasting change.

10. 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?

CCTS has two high schools and the student populations are from the same areas with a majority of students from Camden City, Pennsauken, and Winslow Township. The needs of students have been identified by analyzing NJASK8 and SchoolNet quarterly assessments. The core of each school's improvement efforts are LAL and mathematics. The SLC has analyzed SchoolNet assessment student data and identified the instructional strategies needed to significantly improve student performance. Each school is scheduled for instructional strategy training in their building; focused classroom visits and data from the Instructional Feedback Forms identify teachers' instructional needs. The SLC meets to analyze student and teacher data and plans interventions needed to remedy any problems.

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

CCTS administers quarterly assessments for all students and conducts monthly classroom visits to identify district wide needs and use reserve funds from Title I to provide professional learning to address any gaps for both teachers and students. Focused classroom visits by school teams are conducted and data is gathered to develop internal accountability for transforming the school. Gaps are clearly identified in response to the data and professional development is provided that results in improved classroom instruction.

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

CCTS has well established School Leadership Committees (SLC) comprised of administrators, teachers, students and parents. The SLC meets monthly and uses team-crafted protocols for meeting processes, conduct focused classroom visits, and analyze teaching using rubrics for data collection. The SLC meets monthly to form partnerships and networks of students, teachers, administrators, and parents to support professional development goals. The district uses NCLB funds for substitute teachers to release teachers to attend the SLC meetings. The SLC focuses on the vision, mission, and priorities for student achievement

The most recently established initiative is the creation and development of Professional Learning Communities (PLCs) in the English Departments, which will be focused on improving student achievement. PLCs will be formed by department and will focus first on teachers sharing and ensuring that curriculum, instruction, and assessment practices are aligned with best practices; focus will also be on improving literacy instruction in all classes across the curriculum. Later focus of PLCs may include other, teacher-generated special topics.

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

Members of the district Local and School Professional Development Committees present their plans on the first day back for teachers and in each school at faculty meetings and committee members respond to questions. The School Leadership Committee is given copies of the LPDC plan. The 2011-2012 plan will be posted on the district website for the community. All stakeholders are provided an opportunity to read and respond to the plan.

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

The professional development opportunities are identified by:

- Quarterly SchoolNet assessment administered to all students and aligned to the NJCCCS
- Instructional Feedback Form data from monthly classroom visits
- Needs Assessment given to teachers, administrators, students, and parents
- HSPA data for grade 11 students

During monthly meetings the School Leadership Committees analyzes the data from the above sources and designs interventions that will improve students learning. Based on the analysis these interventions are for both students and teachers. For example, students identified as low performing in language arts and math will be assigned tutoring before, during or after school.

Teachers who are in need of support for effective classroom instructional strategies work with coaches to plan lessons, co-teach lessons and reflect on evidence of student learning and engagement. These processes connect student learning to the professional development of staff.

15. Resources and time allocation needed to reach district professional goals are supported by the district. These professional development opportunities are available to the staff during the school year and in the summer. The chart below outlines the planned professional development opportunities.

DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional Development Goals	Professional Development Opportunities	Resources	Time Allocation and District Policies
Good practices in LAL and mathematics	Summer Institute sessions to support ongoing and sustained professional development during the school year with content supervisor	ESEA (NCLB) funds are used to pay teachers at the negotiated rate to attend sessions in the summer	Summer Institute for LAL and mathematics teachers conducted in the summer. This is aligned to the Board policy 4010, section D to provide all staff inservice program as per the approved Professional Development Plan
Effective Instructional Strategies for mathematics	Collaborative Lesson Design with twice monthly meetings; monthly meetings for mathematics	Highly Skilled Professional/Consultants (HSP/C) are hired to work with staff for mathematics	Mathematics teachers meet twice monthly from September to May. District is committed to professional development and past practices. This is aligned to the Board policy 4010, sections C & D to provide all staff inservice program as per the approved Professional Development Plan
Peer Coaching for LAL	Summer Institute two-day session with follow-up sessions during school year with Highly Skilled Professional/Coach	ESEA (NCLB) funds are used to pay teachers at the negotiated rate to attend sessions in the summer. HSP/C, content supervisors, and instructional coaches	A two-day Summer Institute session with follow-up monthly sessions during the school year. This is aligned to the Board policy 4010, sections D & E to provide all staff inservice program as per the approved Professional Development Plan
Collaborative Lesson Design and Socratic Seminar for Social Studies	Summer Institute two-day session with follow-up sessions during the school year with HSP/C	ESEA (NCLB) funds are used to pay teachers at the negotiated rate to attend sessions in the summer. HSP/C, content	A two-day Summer Institute session with monthly follow-up sessions during the school year. This is aligned to the Board

		supervisors, and instructional coaches	policy 4010, sections D & E to provide all staff inservice program as per the approved Professional Development Plan
Engaging Student Brains	Summer Institute two-day session in brain functions with HSP/C and with follow-up sessions during the school year	ESEA (NCLB) funds are used to pay teachers at the negotiated rate to attend sessions in the summer. HSP/C, content supervisors, and instructional coaches	A two-day Summer Institute session with follow-up sessions during the school year. This is aligned to the Board policy 4010, section D & E to provide all staff inservice programs as per the approved professional Development Plan
New-to-District Staff Training	Summer Institute two-day session with follow-up sessions during the school year and assistance from instructional coaches as needed or upon request	HSP/C, content supervisors and instructional coaches	A two-day Summer Institute session with follow-up monthly sessions during the school year. This is aligned to the Board policy 4010, section G to develop positive personnel evaluation process which contribute to their improvement of both staff capabilities and the educational program
Cross-content Effective Reading Strategies	Summer Institute two-day session in Reading Apprenticeship with follow-up sessions during the year with HSP/C	ESEA (NCLB) funds are used to pay teachers at the negotiated rate to attend sessions in the summer. HSP/C, content supervisors, and instructional coaches	A two-day Summer Institute session with follow-up session during the school year. This is aligned to Board policy 4010, sections D & E to provide all staff inservice program as per the approved Professional Development Plan
Curriculum Improvement in Instructional Strategies	Summer Institute two-day session with scheduled presentations during school year and monitoring by walkthroughs and feedback forms at the end of PD sessions	HSP/C meets with teachers in summer and during scheduled school year presentations and walkthrough/feedback sessions. Content supervisors,	Two-day Summer Institute session with school-year follow up and walkthrough sessions. This is aligned to the Board policy 4010, section E to

		instructional coaches, and assistant principals	provide all staff inservice program as per the approved Professional Development Plan
Beginning Teacher Induction Program and 2 nd Year Teachers Support Program	Three days during the school year	Coaches	This is aligned to the Board policy 4010, section G inservice program as per the approved Professional Development Plan
Mentor Training	Summer Institute one-day session with staff presenter	HSP/C in content area specialty content supervisors principal	One-day summer inservice. This is aligned to the Board policy 4010, section B to provide all staff inservice program as per the approved Professional Development Plan
Master of Arts Classes	Richard Stockton College scheduled classes each semester	HSP/C ---college professors with expertise in specialty	Follows a yearly college schedule. This is aligned to the Board policy 4010, section G to provide all staff inservice program as per the approved Professional Development Plan
Student Engagement in the Learning/Brain Research	Summer Institute two-day workshop session for modeling and questioning with HSP/C	HSP/C meets with teachers during the summer to share good professional practices of modeling and questioning. SLC and content supervisors	Two-day training during summer with follow-up for four days during the school year. This is aligned to the Board policy 4010, sections B, E & D to provide all staff inservice program as per the approved Professional Development Plan.
Data Analysis for Student Achievement	HSP/C for school improvement meets with members of the SLCs to analyze assessment data and support committee members preparation for reporting data and training school staff to analyze data	HSP/C paid from ESEA (NCLB) funds and committee members are paid for the summer meeting as per contract. SLC, principals, assistant principals	A three-day meeting in the summer; five hours given to committee members to prepare for data analysis. This is aligned to the Board policy 4010, section G to develop positive personnel evaluation

			process which contribute to their improvement of both staff capabilities and the educational program
Closing the Achievement Gap	Opening Day Presentation by HSP/C regarding culture and student performance in Reading	Funds from ESEA (NCLB) support HSP/C presentation SLC principal, content supervisors, assistant superintendent for curriculum and instruction	HSP/C will present for several hours on opening day. This is aligned to the Board policy 4010, sections C & D to provide all staff inservice program as per the approved Professional Development Plan
Professional Learning Communities (PLC)	Sessions during the school year as determined by LAL coach	Coaches	Sessions during the school year. This is aligned to the Board policy 4010, section D to provide inservice programs as per the approved Professional Development Plan

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

CCTS educators will learn to transfer research knowledge into effective practice by designing well crafted lessons aligned to the NJCCCS that will engage students in their learning.

The knowledge, skills, or behaviors that educators will learn as a result of the School Professional Development Plan (SPDP) are research-based instructional strategies in LAL and mathematics. Educators will analyze student achievement data to ascertain what students are learning and make necessary changes to their learning plans that follow good professional practices to meet students' needs. Educators will learn research-based instructional strategies to differentiate instruction ensuring that all students achieve to their maximum potential. Evidence will be supported by focused classroom visits, professional development feedback forms, and student data from quarterly SchoolNet formative assessments.

17. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?

The student data used to determine how this knowledge, skills and behaviors impacted student learning are the quarterly SchoolNet formative assessments for grades 9, 10 and 11, HSPA results, student attendance, discipline data and lexiles for grades 9-10.

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

Data showing causality are needed to determine if student learning is attributed to a new instructional strategy or curriculum change. Data from focused classroom visits are used to study

instruction at the classroom level and its effectiveness in terms of student engagement and have confidence about what is happening in terms of student learning. These data reveal the level of transfer from teachers' knowledge to classroom practice and the relationship to student performance.

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

Each school has teachers meeting in collaborative groups to plan, host, and reflect on classroom instructional practices. Teachers meet in subject or grade level groups to collaboratively plan lessons. One member of the group volunteers to host/teach the lesson to their class while the other members of the group observe the lesson and note the effect on student learning using a rubric. The group meets to reflect on the students' learning. In their book *Planning for Learning: Collaborative Approaches to Lesson Design and Review*, Jalongo, Reig, and Helterbran support collaborative lesson planning as a key element in enriching and enlarging teachers' repertoires and ensuring effective instruction that supports students' academic achievement. Collaborative lesson planning is widely seen as having potential to improve student performance.

20. 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?**

At the conclusion of each professional development session, teachers complete feedback forms anonymously and make recommendations for needed professional development. Professional development has been ongoing and sustained for six years, focusing on teachers' identified needs has been a consideration for the presentations. In recent years, CAPA and QSAC findings have presented the focus for professional development.

- **How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?**

The Needs Assessment conducted at the end of each school year provides an opportunity for staff to recommend professional development opportunities. The most recent survey was presented by Marzano Laboratories in which staff completed a survey identifying strategies that should be included in the school and district's model of instruction and what support would be needed to for a deep understanding and transfer to classroom instruction. Staff identified priority areas for instruction and professional development.

- **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?**

The staff is asked to respond to specific questions regarding the usefulness of professional development listed by topic. This data is easily analyzed through an internet based survey program which tabulates the responses for easy and complete item analysis. After each professional development session, staff complete feedback forms which are carefully read and analyzed for recommendations for future professional development sessions.

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

Key elements that supported students achievement and support for teaching are: School Leadership Committee meeting to analyze data and conduct classroom visits, ongoing professional development with teachers meeting collaboratively to design lessons and peer coach each other and training to design rigorous curriculum that supports students' high performance.

22. Needs Assessment: Submit the school definition of student achievement. Identify key finding from needs assessments.

Gloucester Township Campus defined student achievement as related to the attainment of the NJCCCS, with rigorous curricular content in a student-centered learning environment. Key findings from the Needs Assessment revealed a need for professional development in:

- scoring guides and use of exemplars
- practicing different types of writing
- creating challenging activities for students who finish work early
- monitoring students feeling safe in school
- developing rigor in the classroom work

Pennsauken Campus defined student achievement as improved application of academic and career area content, increased student responsibility toward life-long learning goals, enhanced ability to apply new skills to real life situations and achievement of benchmarks established by the New Jersey Department of Education. Key finding from the Needs Assessment revealed improved teacher questioning and improved teacher modeling.

Key finding from the Needs Assessment:

Teachers believe they are learning what they need for effective instruction

Teachers appreciate ongoing support for their teaching

Teachers would like more professional development in their subject area

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

Gloucester Township goal is to increase student achievement as related to the attainment of the NJCCCS, rigorous curricular information would need to be uncovered in a student-centered learning environment. The instructional approaches of focus are:

- Employing questioning techniques that lead to processing information on higher levels
- Modeling cognitive processes by both teacher and student
- Utilizing differentiated instruction to meet the needs of all students
- Developing effective criteria and scoring guides (rubrics)
- Writing across the curriculum
- Developing effective classroom management techniques to increase student engagement

Pennsauken Campus' professional development goals connected to student learning goals were based on student achievement data, the professional development needs are improved teacher questioning and improved teacher modeling.

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

Gloucester Township School committee listed professional development opportunities with processes and structures as:

- History Lesson Study, book study
- Peer coaching for LAL teachers
- School Leadership Committee
- Focused Classroom Visits
- Summer Institutes
- Inclusion Workshops by Special Education Coach
- Benchmark assessment training
- Data analysis training
- Aligning curriculums with new standards

Pennsauken Campus recommended continuing the established effort of the school district to provide training that is aligned to the needs identified by their committee which include lesson study and walkthroughs with formative feedback.

- Context: 1. Learning Community
- Process: 4. Data-driven
- Content: 11. Quality Teaching
- Continue to include special education teachers in PD for the content in which they teach
- Identify time for the PLCs to meet
- Provide effective communication skills for student achievement
- Develop techniques for creating a culture of mutual respect
- Continue to provide Cultural Awareness training opportunities

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

Gloucester Township resources that need to be available and utilized are:

- Training by HSP/C
- Support faculty learning by providing colleague teacher mentoring
- Reflective practices by participating in lesson study
- Title I funding for professional development

Pennsauken listed the professional development structures and processes as:

- Collaborative department work: LAL and mathematics lesson study and book study
- School Leadership Committee
- Focused Classroom Visits
- Summer Institute for Professional Development

- Benchmark assessment training
- Data analysis training
- Aligning curriculums with new standards
- Title I funding for professional development

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

Gloucester Township School recognized the importance of ongoing assessment to determine the effectiveness of the professional development plan on student achievement; the School Level Professional Development Committee recommends the following evaluation methods:

- Lesson study – focused classroom visits
- Informal lesson observations
- Surveying
- Benchmark assessments
- Standardized test scores
- Examination of feedback forms from professional development sessions
- Examination of misconduct referrals during classroom sessions

Pennsauken listed evaluation procedures and tools used to assess School Professional Development as:

- Professional development feedback forms
- Focused Classroom Visits
- Teacher evaluations
- Benchmark assessment results
- Attendance and behavior data