The positive aspects of previous professional development opportunities included:

- Staff input with workshops needed*
- Choices of workshops*
- Peer-to-Peer workshops*
- Articulation – horizontal and vertically (departmentalized and cross-curricular)*
- Motivational Speakers
- Literacy Coaches
- Mathematics Coach
- Technology Integration Coaches
- Technology Infused Curriculum
- Professional Learning Communities (PLC)*
- Columbia Teachers College Partnership
- Early Childhood Leadership Series

The previous professional development opportunities asterisked above have created an increased awareness of student needs. Therefore, in turn has driven classroom instruction to meet individual students’ needs in all curricular content areas.

One of the challenges that emerged in the 2011-2012 school year is the need for the district to implement articulation between the staff, administration and community in regards to behavioral needs. The challenge that the district has faced in the past and still continues to face in providing professional development has been the allocation of resources, both time and money. Currently teachers participate in five full days and four half days devoted to professional development. In addition to these days, teachers have weekly grade level/content area common planning time devoted to curriculum discussions. Teachers also have the opportunity to meet in PLCs to develop, implement and gather data relative to their PLC’s SMART Goal.
Previous evaluations of the professional development program were completed on a district level by the Local Professional Development Committee (LPDC) through staff surveys that were shared with the staff. The information gained was used to shape future professional development. In addition, new surveys were developed for the 2011-2012 school year by each School Professional Development Committee. The results from these surveys were utilized by the Local Professional Development Committee to provide meaningful professional development for the staff relative to improving teacher practice and student learning. iObservation, a web-based evaluation tool used during the walk-through process, is being utilized as a way to embed professional development, directly correlated with staff needs, as related to best practices. Output data from iObservation permits staff to self-monitor their progress relative to their identified needs.

Student needs have been identified during the articulation sessions. Through this process, teachers were made aware of the skills and knowledge they needed to address. Regular articulation sessions are planned throughout the school year to ensure continued communication within and across grade levels. A Literacy Coach has been assigned to each of our three schools to provide leadership and job-embedded professional development relative to the district’s priorities and programs. In addition, teachers have met in PLCs to analyze both formative and summative data relative to their SMART Goals as a way to target individual student needs and to assess program effectiveness.
As a district/school we have created an acronym to clearly state to our students what our expectations are in terms of their achievement. The acronym is ACHIEVE.

Aspire
Cooperate
Have enthusiasm
Inquire
Engage
Value learning
Excel

The professional development committees support ACHIEVE through the implementation of professional learning communities (PLCs) which model inquiry-based learning engaging teachers in cooperative endeavors in a supportive atmosphere. In the classroom, teachers model this approach through small group differentiated instruction that challenges students to achieve and provides the supports they need.

The district committee provided professional development opportunities through district in-service days, as well as through building meetings and common planning times to help staff establish school-based PLCs for the purpose of determining students’ learning priorities. The following list helps provide the LPDC with evidence of the needs of the staff:

- Collaborative Assessment and Planning for Achievement (CAPA) reviews
- Parent Involvement Committee feedback
- Summative Assessment – New Jersey Assessment of Skills and Knowledge (NJ ASK) Bundled Scores through scatter plot analysis, as well as cluster area data analysis
- Formative Assessments per subject/grade level
  - Linkit
  - Fountas and Pinnell Benchmark Reading Assessment Gr. K-5
  - Scholastic Reading Inventory Gr. 6-8
  - Early Screening Inventory –Revised (ESI-R) for Preschool
  - SELA for Preschool
- SMART Goal Data from PLCs
- Discipline Data per grade level
- New Jersey Quality Single Accountability Continuum (NJQSAC) Review Report
- Staff professional development surveys (Web based tool i.e. Survey Monkey.com; Google Docs)
- Baseline data gathered from walk-thrus completed by the Mathematics, Literacy, and Instructional Technology Coaches
- NJDOE mandates (i.e. web-based teacher evaluation tool)
The following needs have been identified:

- To reinstate a Discipline Review Committee at each school
- To provide classroom and behavior management professional development workshops
- To provide content specific instructional professional development workshops
- To continue staff participation in PLCs
- To continue to increase instructional technology integration across all content areas
- To incorporate English Language Arts (ELA) best practices across all content areas
- To continue to utilize constructivist teaching models and methods for instruction across all content areas
- To continue to create 21st Century Learning Environments
- To continue data analysis training to drive instructional decision making
- To continue a supplemental instructional period that provides students with targeted enrichment and/or remediation
- To continue to use and enhance applications of a web-based teacher evaluation tool in an effort to conform to the NJDOE’s new teacher evaluation tool mandates.
Student Learning Goals Kindergarten -1:

- By June 2013, Kindergarten students will show improvement in their reading achievement by progressing three levels or by reading on grade level according to established benchmarks and as indicated by the Fountas and Pinnell Reading Benchmark Assessment.
- By June 2013, First Grade students will show improvement in their reading achievement by progressing three levels or by reading on grade level according to established benchmarks and as indicated by the Fountas and Pinnell Reading Benchmark Assessment.
- During the 2012-2013 school year students will be taught reading, writing, speaking, and listening skills within the social studies and science curriculum.

Student Learning Goals Pre-K, 2-5:

- During the 2012-2013 school year, the Hamilton Township pre-kindergarten students will improve their early literacy skills as a result of a 10% increase in the teachers’ Supports for Early Literacy Assessment (SELA) scores.
- During the 2012-2013 school year, the students in grades 2-5 will show improvement in their reading abilities by progressing four levels or will be reading on grade level each by the end of the school year as indicated by the Fountas and Pinnell Reading Benchmark Assessment.
- During the 2012-2013 school year, the students in grades 2-5 will continue to improve their independent reading level and the application of reading and writing skills through the workshop in both Science and Social Studies classroom.
- During the 2012-2013 school year, 85% of students in grades 2-5 will demonstrate proficiency in all areas of mathematics as determined by the NJASK.

Student Learning Goals 6-8:

- By June of 2013, students will improve proficiency on the LAL section of the NJASK to 86%. This is in order to meet the rigor and expectations of all student learners set forth by the New Jersey Department of Education.
- By June of 2013, students will improve proficiency on the Math section of the NJASK to 80%. This is in order to meet the rigor and expectations of all student learners set forth by the New Jersey Department of Education.
Professional Development Goals:

- During the 2012-2013 school year, district staff will develop instructional practices that correlate with the Common Core Standards for Mathematics and English Language Arts and the New Jersey Core Curriculum Content Standards for all other content areas through the implementation of essential questions and student centered learning.
- During the 2012-2013 school year, district staff will revise their Professional Learning Community SMART Goals for the purpose of implementing best practices and research-based differentiated instructional strategies to best meet the needs of their students, as derived from an analysis of student data and/or web-based teacher evaluation data relative to classroom instructional practices.
- During the 2012-2013 school year, district staff will continue to expand upon the creation of 21st century learning environments for the purpose of meeting the needs of the 21st century learner.

These professional development goals align directly with district priority goals by focusing efforts on professional collaboration among teachers for the purpose of analyzing student data and creating instructional units aligned with state standards and supported by practices designed to target individual student differences. The Hamilton Township School District Board of Education Goals for 2011-2012 (2012-2013 goals are yet to be established) are as follows:

1. To increase parental participation by holding bi-monthly parent training and informational sessions where parents show greater leadership and decision-making. Sessions will show an average of 10% participation of those invited with an 80% satisfaction rate using an end of session survey.
2. Using the 2010-2011 reading level data for Kindergarten through Grade 5 student reading levels will:
   - Show an increase in the number of above level students by the end of trimester II and III.
   - Decrease students below grade level 3% by close of trimester II, 2012.
   - Decrease students below grade level 5% by end of Summer, 2012.
3. Using the newly adopted benchmark platform Linkit, students in grades 6, 7 and 8 will show growth from pre –test to post-test assessments and to establish a plan for improvement.

Changes were made to our District Professional Development Goals to provide increased academic rigor and expectations for the Hamilton Township Public Schools that were identified as Schools in Need of Improvement (SINI) in September 2011 per the New Jersey Department of Education’s (NJDOE) analysis of the schools Spring 2011 NJASK scores. It is most important to note that under the NJDOE’s approved No Child Left Behind Waiver, HTSD no longer has schools identified as low-performing schools as of April 2012 (no schools have been identified as Priority or Focus Schools). Working collaboratively with the NJDOE’S Collaborative Assessment and Planning for Achievement (CAPA) teams assigned to the George L. Hess Educational Complex and the William Davies Middle School, we have targeted our student needs and have held ourselves accountable with meeting these needs through the District’s Professional Development Goals, as well as in the three schools’ Student Learning Goals.
Professional Development Structures

Professional development opportunities will be provided in the following contexts:

- Classroom demonstrations, lab-sites, observations and conferences with Literacy, Mathematics and ITI Coaches
- Mini-workshops provided by staff to turn-key best practices
- Peer observations
- A library of teacher resources
- Outside workshops in partnership with Education Technology Training Center (ETTC) and other institutions
- Administrative walk-thrus via iObservation, a web-based teacher evaluation tool
- Professional Learning Communities (PLC)
- Common Planning Meetings
- Vertical, horizontal, and cross-curricular articulation
- On-site after contractual work day
- On-site before contractual work day
- On-site Keynote Speakers with breakout sessions
- Columbia Teacher’s College Partnership (2 Project Developers)

The key Common Core Standard areas on which our district will focus will be in English Language Arts and Mathematics with cross curricular integration and support from the other content areas and the Related Arts.

As indicated in section C, professional development in our school is derived directly from the student learning goals and will be communicated to the staff initially through staff meetings. The whole plan will be made available on the district’s computer network for all staff to access. The district will support directly aligned professional development goals through regularly scheduled vertical articulation across grade levels and horizontal articulation within grade levels and content areas. Articulation sessions will
focus on integration of the NJCCCS and the Common Core Standards for ELA and Math, as well as the implementation of research based instructional practices. Professional Learning Communities (PLCs) will support the diversity of Professional Development Goals through collaboration, SMART Goals and development of common assessments. PLC’s will have job embedded meeting time provided in the schools’ schedules for data analysis and curricular revision.

Professional learning gaps will be identified from feedback from the PLCs to further target areas of need. This will be done through individualized workshops, a partnership with the ETTC and our technology, mathematics and literacy coaches. In addition, any professional development offered by the NJ Department of Education regarding implementation of new standards and use of the state web site will be made available to staff.

Through CAPA reviews, administrators were provided support in identifying appropriate data sources and then created district wide structures and protocols for teachers to use in the analysis of student data. For example, multiple assessments are used to determine student need, e.g., summative data from NJASK, as well as formative data gathered from district created common assessments, Fountas and Pinnell Benchmarks, Scholastic Reading Inventory Benchmarks, Linkit and READ 180 Reports. The PLCs will utilize this data to drive their instructional practices.

The district plan will be reviewed and approved by the curriculum committee of the School Board, presented at a public meeting, and posted on the district’s web site. Building administrators will communicate the district plan during staff meetings and the entire plan will be available to staff on the shared drive of the district computer network.

Professional development opportunities are directly derived from the student learning goals that the district PLCs identified through data analysis. Restructuring in the district to include “Houses” at the George L. Hess Educational Complex and “Teams” at the William Davies Middle School allows for cross-curricular vertical articulations on a regular basis which fosters the development of the PLC SMART Goals.
SECTION 2 BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:
E. Professional Development Resources

Provide your responses to the following questions:

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and districtwide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?

2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.

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

The district has engaged all stakeholders in making the change needed to support collaborative professional learning by identifying both internal and external expertise. The district brings in outside consultants such as literacy/mathematics/technology coaches to provide job embedded professional development by observing, demonstrating and conferencing with staff. In addition, the district supports the growth of leaders within each building through the establishment of school leadership councils which collaborate with administration on school based decisions. Teachers are also members on grant writing committees and are involved in the writing of school improvement plans. The following list gives details of time allocation and resources.

Time allocation for Professional Development:
- Five full and six half professional days
- Vertical, horizontal and cross-curricular articulation
- One weekly PLC meeting which allows for collaboration across content or grade levels
- Regular departmental/grade level curriculum meetings
- One grade level meeting per month for common planning
- Daily common prep time with colleagues
- Job embedded mini-workshops/lab-sites
- Release time for curriculum writers
- On-site after contractual work day
- On-site before contractual work day

Resources and structures in place for Professional Development:
- All of the above
- Literacy Coaches
- ETTC workshops
- Teacher resource libraries
- Outside workshops/webinars
- Peer to peer mentoring
- Summer workshops
- Staff will present information learned at out of district workshops to colleagues in a turnkey fashion
- ITI Coaches
- Mathematics Coaches
- Columbia Teacher’s College Project Developers
As a result of the District Professional Development plan educators will learn to work cooperatively, and utilize student and teacher data. Educators will better learn how to collaborate with colleagues and to use available resources in their schools to better educate their students. This will ensure students meet with success and will be evidenced by an increase in scores on common assessments, NJASK, Linkit, SRI Benchmark Scores, and Fountas & Pinnell Benchmark Scores. Meeting weekly in their Professional Learning Communities, teachers will have the opportunity to discover their personal strengths and weaknesses and to further develop their craft. This will be evidenced by staff attendance at workshops and training sessions, iObservation walkthroughs by administrators and sharing of best practices with staff. The analysis of student scores from NJASK, Linkit, SRI Benchmark, Fountas & Pinnell Benchmarks and common assessments will be used to determine how student learning has been impacted. Additional data will be gathered through Survey Monkey, Google Docs and other e-based survey platforms, as well as handwritten surveys to determine areas of need, success and consideration for additional professional development.

Job embedded collaboration will be encouraged through regularly scheduled PLC meeting times, as well as through scheduled grade level and content area PLC meetings. Evidence of this will be shown through the use of PLC binders which will contain sign in sheets and minutes from the meetings. Professional Learning Community members will be given the opportunity to share their results with colleagues. Surveys will be conducted to ascertain the focus for ongoing professional development opportunities. Cross-curricular focus meetings will enable staff members to share successes and concerns, looking for further input from colleagues. This information will be kept in a centralized location for future reference by the entire staff. In addition to this, job-embedded professional development will be provided by the literacy, mathematics and instructional technology integration coaches.

Optional focus groups could be held before school or after school. These could also be integrated into the grade level/content area district-wide articulation sessions scheduled on the district-wide professional development days. The school based professional development committees will develop, collect and keep track of the data and make adjustments in the planning for the schools.
Shaner School Plan Summary (Grades Kindergarten-1):
The key elements of previous professional development opportunities included: staff input with workshops, choices of workshops, peer-to-peer workshops, articulation and motivational speakers, and training provided by Columbia Teacher’s College Reading and Writing Project (TCRWP). There will be a particular focus on learning and implementing the Common Core Standards.

The Shaner School is committed to the building of a strong academic foundation for our young students. Each child will receive instruction in all domains that is suited to his or her learning needs and that is delivered in an educationally exceptional manner. We are dedicated to providing the necessary building blocks that will help our students be successful in their elementary years.

The Joseph C. Shaner student learning goals were developed for each grade level to enhance instruction and improve student achievement in specific areas of learning and development.

**Student Learning Goals Pre-Kindergarten , 2-5**

- By June 2013, Kindergarten students will show improvement in their reading achievement by progressing three levels or by reading on grade level according to established benchmarks and as indicated by the Fountas and Pinnell Reading Benchmark Assessment.
- By June 2013, First Grade students will show improvement in their reading achievement by progressing three levels or by reading on grade level according to established benchmarks and as indicated by the Fountas and Pinnell Reading Benchmark Assessment.
- During the 2012-2013 school year students will be taught reading, writing, speaking, and listening skills within the social studies and science curriculum.

The Joseph C. Shaner professional development goals are derived directly from and aligned with the above student learning goals. The goals are:

**Professional Development Goals:**

- During the 2012-2013 school year, Shaner staff will develop instructional practices that correlate with the Common Core Curriculum through the implementation of essential questions and student centered learning.
- Teachers will collaborate to implement the Common Core State Standards for English Language Arts and Literacy in Social Studies and Science with the goal of preparing students to read, write, listen, speak, and use language effectively in a variety of content areas to both communicate their ideas and extend their own learning.
Professional development opportunities will be provided by classroom demonstrations, observations and conferences with the literacy coach, and through our partnership with TCRWP. We will also provide opportunities for staff to participate in outside workshops, peer observations, and staff provided mini-workshops to turn key best practices. A staff library will be further developed, making sure teachers have current resources available for their use. Staff will use 21st Century technology (internet, education blogs, social media) to research, learn and share best practices.

The goals for evaluation of our professional development will be for staff to collaborate with colleagues and to use available resources in their schools to better educate their students. This will ensure student success on common assessments, Fountas & Pinnell Reading Benchmark Assessments, and Linkit assessments. Meeting monthly in their Professional Learning Communities, teachers will have the opportunity to discover their personal strengths and needs and to further develop their craft.

**Hess School Plan Summary (Grades Pre-Kindergarten, 2-5):**
The key elements of previous professional development opportunities included PLC training, SMART Goal training, content area and cross curricular articulations which provided collaboration to enhance the curriculum, workshops on the implementation of the LAL Readers’ and Writers’ Workshop model and the Workshop Model in Mathematics, as well as the integration of technology in Mathematics, LAL, Science and Social Studies.

Our school and district acronym, ACHIEVE (as described in section 2B), informs students, parents and staff of our school goals for student achievement by providing a description of behaviors and habits of mind conducive to academic success. Teachers collaborate to identify specific student needs through the use of data analysis and horizontal and vertical articulation.

The Hess School student learning goals were developed to enhance instruction and improve student achievement in specific areas of learning and development.

**Student Learning Goals Pre-Kindergarten, 2-5:**
- During the 2012-2013 school year, the Hamilton Township pre-kindergarten students will improve their early literacy skills as a result of a 10% increase in the teachers’ Supports for Early Literacy Assessment (SELA) scores.
- During the 2012-2013 school year, the students in grades 2-5 will show improvement in their reading abilities by progressing four levels or will be reading on grade level each by the end of the school year as indicated by the Fountas and Pinnell Reading Benchmark Assessment.
- During the 2012-2013 school year, the students in grades 2-5 will continue to improve their independent reading level and the application of reading and writing skills through the workshop in both Science and Social Studies classroom.
- During the 2012-2013 school year, 85% of students in grades 2-5 will demonstrate proficiency in all areas of mathematics as determined by the NJASK.

The Hess School professional development goals are derived directly from and aligned with the above student learning goals. The goals are:

**Professional Development Goals:**
- During the 2012-2013 school year, Hess staff will develop instructional practices that correlate with the Common Core Curriculum through the implementation of essential questions and student centered learning.
- During the 2012-2013 school year, Hess staff will work in vertical teams to improve the rigor in instruction within each house as indicated by either 10% growth or meeting AYP on the NJASK (based on individual House and school wide data).
- During the 2012-2013 school year, Hess staff will continue to use and enhance their applications of a web-based teacher evaluation tool in an effort to conform to the NJDOE’s new teacher evaluation tool mandates.
Professional development opportunities will include team-based collaboration, partnership with ETTC, vertical and horizontal articulation through team meetings, feedback from iObservations, instructional technology coaching, and turn-key sessions provided by teaching peers. The resources necessary to support these opportunities include common planning time, in-service professional development days, a job-embedded instructional technology integration coach, peer observations, and in-house workshops for staff.

Our goals for evaluation of our professional development will be through an end of the year survey addressing the effectiveness of the LAL Readers’ and Writers’ Workshop trainings, the need for further technology integration workshops, Math Workshop Model and the effectiveness of the data analysis that was completed during the year. In addition each PLC will complete a summary of their completed SMART goals including the products created, their data analysis, and documented student progress.

**Davies School Plan Summary (Grades 6-8):**
The previous professional development opportunities that should be retained or replicated at William Davies School include utilizing the Unconference format which allows for great flexibility in meeting ever-changing advancements in instructional technology as well as Differentiated Instructional practices. Davies should also retain the meeting schedules of the various PLCs to maintain effectiveness. The continuation of technology PLCs will allow for interdepartmental articulation both horizontally and vertically. The common Language Arts rubric (known as RASSI) will continue to provide a tool for Science, Social Studies and RA teachers to reinforce what takes place in LAL classes, which are assessed under NJASK. Workshops will also focus on the needs of all 21st Century learners and incorporate strategies to enhance the needs of individual learning styles.

As a school district we have created an acronym to clearly state to our students what our expectations are in terms of their achievement. The acronym is ACHIEVE.

- Aspire
- Cooperate
- Have enthusiasm
- Inquire
- Engage
- Value learning
- Excel

The professional development committees support ACHIEVE through the implementation of professional learning communities (PLCs) which model inquiry-based learning engaging teachers in cooperative endeavors in a supportive atmosphere. In the classroom, teachers model this approach through small group differentiated instruction that challenges students to achieve and provides the support they need.

Professional development opportunities will include classroom demonstrations, observations and conferences with a Mathematics Coach, Literacy Coach, mini-workshops provided by staff to turn-key best practices, peer observations, a library of teacher resources, outside workshops in partnership with Education Technology Training Center (ETTC) and other institutions, administrative walk-throughs via iObservation, district walkthroughs, the addition of cross-curricular teams throughout the grade levels, Professional Learning Communities, Common Planning Meetings, vertical, horizontal, cross-curricular articulation, and Instruction Technology Integration (ITI) Coach.

The Davies School’s student learning goals were developed for each grade level to enhance instruction and improve student achievement in specific areas of learning and development.

**Student Learning Goals 6-8:**
- By June of 2013, students will improve proficiency on the LAL section of the NJASK to 86%. This is in order to meet the rigor and expectations of all student learners set forth by the New Jersey Department of Education.
• By June of 2013, students will improve proficiency on the Math section of the NJASK to 80%. This is in order to meet the rigor and expectations of all student learners set forth by the New Jersey Department of Education.

The Davies School professional development goals are derived directly from and aligned with the above student learning goals. The goals are:

**Professional Development Goals:**

- During the 2012-2013 school year, school staff will continue to participate in SMART Goal driven professional learning communities for the purpose of implementing best practices and research-based differentiated instructional strategies to include technology integration.
- During the 2012-2013 school year, teachers of Language Arts Literacy will refine and enhance their instructional practices by utilizing a balanced literacy framework of instruction to be evaluated through teacher observation and various forms of benchmark testing.
- During the 2012-2013 school year, teachers of Mathematics will learn, refine, and enhance their instructional practices by utilizing the Workshop Model of instruction to be evaluated through teacher observation and various forms of benchmark testing.

The goals for evaluation of professional development include collection of student data gathered from common assessments to measure the effect on student achievement. Analysis of this data will drive instructional practices aimed at differentiating instruction in an ongoing effort to target specific student needs. The implementation of a creative new schedule allows for grade level cross-curricular teaming to focus on individual student needs. This will also facilitate vertical and horizontal articulation focused on student needs and achievement.