

TEMPLATE FOR

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SCHOOL PROFESSIONAL DEVELOPMENT PLAN

2010 -2011

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

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

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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A. Reflection

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

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

The following are the previous professional development opportunities that should be retained or replicated at William Davies:

- Differentiated Instruction in-services, time for PLC committee meetings, Department PLC meetings, both used to establish and maintain PLC effectiveness.
- Related Arts integration, test integration, lesson plans, and a common LAL rubric.
- Common planning time to foster collegiality and academic achievement.

The following opportunities were used to address the needs of staff and enhancement of student learning:

- Time was allowed for interdepartmental articulation.
- Common rubrics development (ASSI) allowed Science, Social Studies and RA teachers to reinforce what took place in LAL classes, which are assessed under NJASK.
- Workshops were given on DI to learn how to meet needs of individual learning styles.
- Opportunities were provided to share materials between departments.

We are in our first year of measurement on how teacher practice influences student outcome.

The following examples are movement in this direction:

- Use of classroom walkthrough (I Observation). Data is still incoming.
- Lesson plans document teachers' use of Differentiated Instruction.

- We are in the beginning processes of gathering formative data through such programs as Study Island and Learnia.
- Scatterplotting of NJASK summative data
- Analysis of performance Indicators (PI) data

Previous professional learning that has helped align the school and district priorities are the following:

- Key initiatives were PLC development, D.I workshops, and the collection of data and community demographics through surveys.
- We feel there is a need to incorporate student data and community demographics into teacher lesson plans.
- Workshops are being held to address these issues in LA and Math and to expand them to RA, Science, and Social Studies.

We feel the following are challenges to the school and district in the coming year:

- Common planning time for both vertical and horizontal PLCs.
- Faculty commitment.
- Cultural shift in attitude for teachers to move from independent to collaborative teaching.
- Understanding the shifts in the cultural demographics within the district.
- Ongoing contract negotiations between the School Board and HTEA.

This next School Professional Development Plan will address the challenges facing the school by:

- Continue to meet horizontally in PLCs, but expand into vertical and cross curricular groupings.
- Develop SMART Goals for grade level/subject area PLCs.
- Common assessment development for grade level/subject area PLCs.
- Data driven decisions for the development of differentiated instruction in-services.
- Develop community surveys to inform the staff on cultural demographics and needs of the student population.
- Develop staff surveys to assess where we are and where we need to go to further increase student outcomes.

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B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

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 supports they need.

The school 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
- Formative Assessments per subject/grade level
 - Performance Indicator assessments
 - Learnia grades 3-8
 - Study Island data reports
- Team Goals for PLCs formulated during winter in-service
- Discipline Data per grade level
- New Jersey Quality Single Accountability Continuum (NJQSAC) Review Report
- Staff professional development surveys

The school committee used the above listed school-based performance and data to identify the following professional development needs:

- Identification of key data
- Effective analysis of data
- Continued staff participation in PLCs
- 2009 New Jersey Core Curriculum Content Standards alignment and cross curricular integration

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C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

Student Learning Goals 6-8:

- By June of 2011, students will improve results on summative LAL assessments (as indicated by the NJASK) by 8% in order to begin to close the achievement gap.
- By June of 2011, special education students will improve performance on summative assessments (as indicated by the NJASK) in LAL by 10%.
- By June of 2011, overall student scores as measured on NJ ASK, Learnia, and report cards will reflect an increase of 8% as a result of the implementation of common assessments that will highlight individual and group achievement.

Professional Development Goals:

- During the 2010-2011 school year, school staff will continue to participate in professional learning communities for the purpose of implementing best practices and research-based differentiated instructional strategies.
- During the 2010-2011 school year, school staff will become familiar with the newly adopted standards for the purpose of curricular alignment.
- During the 2010-2011 school year, school staff will create SMART goals in their professional learning communities for the purpose of effective student data analysis.

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.

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D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development 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 schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4. How will the school communicate the professional development plan to all staff members?

Professional development opportunities will be provided in the following contexts:

- 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-through via iObservation
- Professional Learning Communities
- Common Planning Meetings
- Vertical, horizontal, and cross-curricular articulation
- Instruction Technology Integration (ITI) Coach

The key New Jersey Core Curriculum Content Standard areas on which our school will focus will be in Language Arts Literacy and Mathematics with cross curricular integration and support from other content areas and Related Arts. The school will embark on a technology initiative made possible through the TALENT 21 Grant to focus on instructional technology integration through core content curricula in grade six for 2010-2011. This initiative will expand in subsequent years to include grades seven and eight.

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 newly adopted core curriculum standards and 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 schedule 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, partnership with ETTC and our technology 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 and Learnia. The PLCs will utilize this data to drive their instructional practices.

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E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

The William Davies Middle School has engaged all stakeholders in making the change needed to support collaborative professional learning by identifying both internal and external expertise. William Davies brings in outside consultants such as literacy/technology coaches to provide job embedded professional development by observing, demonstrating and conferencing with staff. In addition, the school 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 four half professional days
- Vertical and horizontal 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
- Release time for curriculum writers

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
- Instructional Technology Integration Coach

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

1. 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 new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
 - How might you consider holding focus groups to get teacher input on needed professional learning?
 - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
 - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

William Davies School educators will learn to work cooperatively, and utilize student and teacher data through the use of scatter plots. 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, and Learnia 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, and Learnia will be used to determine how student learning has been impacted. Additional data will be gathered through staff surveys to determine areas of need, success and consideration for additional professional development.

Job embedded collaboration will be encouraged through monthly PLC meeting times and also 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. 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. Optional focus groups could be held in the morning before school. These could also be integrated into the grade level or content area district articulation days scheduled on the district 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.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

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Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

The previous professional development opportunities that should be retained or replicated at the William Davies School include workshops on differentiated instruction, time for PLC meetings to establish and maintain PLC effectiveness, integration of related arts, development of common assessments and lesson plans, creation of common rubrics, and dedicated common planning time to foster collegiality and ultimately student achievement.

We want to develop an overall competent human being the qualities of which may not be wholly reflected in standardized testing. Therefore we feel the district's definition of student achievement represented by the acronym, ACHIEVE, reflects our vision of student competency.

Aspire
Character
Have enthusiasm
Inquire
Engage
Value learning
Excel

Davies School's professional development goals include:

- During the 2010-2011 school year, staff will continue to develop their understanding of PLCs and begin the implementation of SMART goals for the purpose of analyzing data and determining student needs.
- During the 2010-2011 school year, staff will continue to refine their understanding and utilization of data for the purpose of driving instruction to enhance student learning.

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, job-embedded instructional technology integration coaching, peer observations, and in-house workshops for staff.

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.