

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:

2 A. Reflection

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

1. What were the positive aspects of previous professional development opportunities in 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 positive aspects of previous professional development opportunities included:

- Staff input with workshops needed
- Choices of workshops
- Peer-to-Peer workshops
- Articulation – horizontal and vertical
- Motivational speakers
- Literacy Coach

Articulation in particular was helpful in identifying student needs. Through this process, teachers were made aware of the skills and knowledge they needed to address those needs. Regular articulation sessions are planned throughout the school year to ensure continued communication within and across grade levels.

Previous evaluations of the Professional Development Plan were completed on a district level by the LPDC and shared with the staff. The information gained was used to shape future professional development for the staff.

The challenge that the district has faced in the past in providing professional development has been the allocation of resources, both time and money. Currently teachers participate in five full and four half days devoted to professional development. In addition to these days, teachers have weekly grade level common planning time devoted to curriculum discussions. Teachers also have the opportunity to meet during common prep time to plan lessons. Our school principal has dedicated one morning each week for teachers to collaborate in their PLC's. Since this time occurs in the morning before school begins it allows

teachers to work together across content areas and grade levels to design a more integrated approach to curriculum.

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SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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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.

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We have gathered data from the following instruments which indicate the continuing need for professional development in differentiated instruction:

- Aimsweb which is a universal benchmarking tool to measure basic skills in Language Arts Literacy and Mathematics.
- Fountas and Pinnell benchmark assessment which is a reading inventory to measure individual student instructional and independent reading levels.
- Common assessments of performance indicators which are curriculum based measures of curricular skills mastered.
- Anecdotal records and teacher observations of student behaviors and social skills.
- Basic Skills enrollment data in grade one.

The school committee currently supports the following practices:

- Continuing to use the services of the Literacy Coach.
- Conducting mini-workshops in the mornings to turn-key best practices.
- Providing release time to make peer observations possible.
- Recording the teaching of model lessons and making available to staff.
- Continuing to build a library of teacher resources.
- Attending outside workshops as available.

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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.

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.

- By June 2011, as the result of increased professional development and the implementation of differentiated instructional strategies in Language Arts Literacy, 80% of all kindergarten students will demonstrate grade level fluency in early literacy skills as measured by Aimsweb. This formative assessment will be administered to all kindergarten students in September, January and May of 2011.
- By June 2011, as the result of increased professional development and the implementation of differentiated instructional strategies in Language Arts Literacy, 80% of all first grade students will demonstrate grade level fluency in early literacy skills as measured by Aimsweb. This formative assessment will be administered to all first grade students in September, January and May of 2011.

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

- By June 2011, teachers of Language Arts Literacy and Math will have attended at least three Aimsweb training workshops to further their ability to analyze data for the purpose of identifying student needs.
- By June 2011, teachers of Language Arts Literacy and Math will be trained in how and when to progress monitor their students with Aimsweb for the purpose of meeting the needs of their students.
- By June 2011, teachers will have developed a repertoire of research based differentiated instructional practices to address student needs as identified through Aimsweb and benchmark testing.

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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.

- Classroom demonstrations, observations and conferences with the Literacy Coach.
- Mini-workshops provided by staff to turn-key best practices.
- Peer observations.
- A library of teacher resources.
- Outside workshops.

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.

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 school's computer network for all staff to access.

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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.

Time allocation for Professional Development:

- Five full and four half professional days.
- One weekly PLC morning meeting which allows for collaboration across content and grade levels.
- Three curriculum meetings per month per core content area.
- One grade level meeting per month for common planning
- Daily common prep time with colleagues.
- Morning mini-workshops.
- Release time for curriculum development/writing.

Resources and structures in place for Professional Development:

- All of the above
- Literacy Coach
- ETTC workshops
- Teacher resource library
- Outside workshops/webinars
- Peer to peer mentoring
- Summer workshops

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SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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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?

Educators will learn how to better 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, Aimsweb assessments 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.

Professional Learning Community members will be given the opportunity to share their result with colleagues. During these meetings group members will share their successes and concerns, looking for further input from other staff. Surveys will be conducted before these meeting to give staff the opportunity to come prepared with questions and suggestions. This information will be kept in a centralized location for future reference by the entire staff.

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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 key elements of previous professional development opportunities included; staff input with workshops, choices of workshops, peer-to-peer workshops, articulation and motivational speakers. There will be a particular focus on articulation both horizontal and vertical. Although funding remains a significant challenge, the school will continue to be creative in order to deliver meaningful professional development opportunities to the staff.

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Professional development opportunities will be provided by classroom demonstrations, observations and conferences with the literacy coach. We will also provide opportunities for staff to participate in outside workshops, peer observations, and staff facilitated mini-workshops to turn key best practices. A staff library will be further developed, making sure teachers have current resources available for their use.

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 students meet with success and will be evidenced by an increase in scores on common assessments, Aimsweb assessments and Fountas & Pinnell benchmark scores. Meeting weekly in their PLCs, teachers will have the opportunity to discover their personal strengths and weaknesses and to further develop their craft.