Optional District Professional Development Plan (PDP) Template

District Name	Superintendent Name	Plan Begin/End Dates
Pennsville School District	**Dr. Michael Brodzik**	**July 1, 2018 June 30, 2019**

1: Professional Learning (PL) Goals

The district's philosophy to professional development is to ensure all educators have the best possible skills, content knowledge, and preparation for effective teaching and learning. The needs of learners in the twenty-first century, along with the New Jersey Student Learning Standards, require innovative, progressive, and cutting-edge professional development through an assortment of traditional and non traditional formats such as in-service training, workshops, webinars, coaching, modeling, and professional learning communities.

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	NJSLS Build knowledge and ability of all teachers to align curriculum, instruction, technology, and assessment with the updated New Jersey Student Learning Standards (NJSLS)	All Teachers, Principals, Vice Principals, Supervisors, and Assistant Superintendent	NJDOE requires alignment of all curriculum, lessons and assessments with current content standards. Annually, benchmark assessment data will be reviewed by teachers and their principals by department (MS and HS) and supervisors. Areas of weaknesses will be identified and building level improvement plans will address performance issues. Plans will be implemented and monitored by district and building administration. District Program Review (Teachers, Supervisors, Principals and District Administrators) will continue to review assessment results, make recommendations for curriculum, PD, and program revisions based on current standards. We will articulate changes and updates to colleagues at building level meetings - meeting agendas, recommendations, curriculum and PD agendas. The District Technology Plan will provide the focus and establish the priorities for the use and

			implementation of instructional technology throughout the teaching and learning process. The implementation of instructional technology in classrooms will be documented by observations, walkthroughs and lesson plans.
			The Pennsville Professional Development Academy will include workshops to support district initiatives.
			Further review of aggregated teacher evaluation data will occur after State and Local Testing, SAT and AP results are received and included in the results.
			District and school level goals and plans address professional learning (teachers and principals).
2	Differentiated Instruction Develop the ability for all teachers to effectively plan for and deliver differentiated lessons and assessments and organize students based on diverse student abilities and needs. Continue to strengthen teacher capacity to align assessments in a format aligned with state testing, including the use of technology.	All Teachers, Principals, Vice Principals, Supervisors, and Assistant Superintendent	Anecdotal teacher records and an analysis of student grades during the 2017-18 school year have identified the need/desire for specific instructional training on differentiated instructional techniques and meeting the needs of all of our learners in the classroom. Teacher evaluations and walkthroughs conducted during the 2017-18 school year have confirmed a need for more understanding and growth in the area of differentiated instruction and questioning and discussion to advance student learning. Differentiation of instruction and questioning and discussion to further enhance learning directly correlates with Danielson's Framework for Teaching in that both require the use of effective classroom management procedures; stress the importance of student engagement; promote assessment of learning throughout the lesson, support grouping students for instruction; and encourage teaching to the individual learner. Teachers will collaboratively develop high quality tiered (where appropriate) Student Growth Objectives.

			Benchmark assessments are formatted consistent with State Standardized testing samples and examples on the website. Questions and items on benchmark assessments include appropriate content standards, which are being assessed. Support teachers with the implementation of online assessments and provide continued support and training.
3	Technology Extend capacity of teachers in integrating Technology Standards 8.1 and 8.2-Computer and Informational Literacy and Technology Education-in all classroom settings via the Technology Scope and Sequence Plan. The district's philosophy emphasizes academic technology integration in all subject areas, as opposed to students working on computing skills in isolation. Leverage technology for optimal student learning by implementing technology effectively into instruction in alignment with district philosphy.	Teachers, Administrators, Tech Mentors	The standards by necessity reflect a framework for teaching and learning that responds to the needs of 21st Century digital learners by incorporating the 'new literacies' required in an innovation economy: the ability to effectively access, evaluate, and synthesize vast amounts of information. To apply knowledge and skills to personal, workplace, and Global challenges; to work collaboratively in cross cultural settings to solve problems creatively; and to act ethically, as citizens of the world community. Extended instructional periods in the new revised Secondary schedules will allow for more effective technology integration in classroom practice. These Digital Literacy and Technology Skills Support the Common Core State Standards. The focus of District Technology will provide and establish the priorities for the use and implementation of instructional technology throughout the teaching and learning process. The implementation of instructional technology in classrooms will be documented by observations, walkthroughs and lesson plans.Teachers will receive professional learning opportunities related specifically to implementation of instructional strategies and student engagement strategies.

| 4 | Special Education
District special education in-class support teachers and Child Study Team members will build upon their understanding of the inclusion of special education students into the general education setting by continuing to identify the following, where applicable: teaching models in the inclusive setting, implementation of accommodations for students in the inclusive setting, and appropriate measures of identification of readiness for inclusion. | All Teachers, Principals, Vice Principals, Supervisors, and Assistant Superintendent, In-Class Support Teachers and Child Study Team Members | A growing body of research points to job embedded collaborative professional learning as an important strategy for improving teacher effectiveness.

Collaboration and communication between and among special education teachers and CST members is a critical factor in the successful inclusion of special education students.

The 2017 School Performance Report denotes that the Students with disabilities subgroup continues to underperform their peers in both math and ELA. A vast amount of research studies have indicated that students with disabilities benefit tremendously from an inclusive setting. The National Center for Education Restructuring notes that students with disabilities in an inclusion setting show academic gains in a number of areas, including improved performance on standardized assessments, mastery of IEP goals and objectives, on-task behavior and motivation to learn.

Principals will arrange for teacher visitations to each other's classes and classrooms in other schools, as they deem appropriate to observe best practices for implementing the most currently adopted content standards, 21st Century Skills, and instructional technology. |

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1.	Teachers will be provided time during professional development days, school based faculty meetings, summer curriculum projects, department meetings, and district-wide faculty/articulation meetings to review and develop curriculum, lesson/unit plans, etc. to further align teaching strategies, resources and assessments to include technology and address the New Jersey Student Learning Standards (NJSLSs) and State/Local Assessments Building-level and district office administrators will attend administrative cabinet meetings, district trainings, webinars and workshops offered by state endorsed providers on the NJSLSs and State/Local Assessments to obtain a clear understanding of the requirements and instructional implications of the implementation of these standards and assessments, both of which emphasize the use of technology. Teachers will receive training, including refresher training when needed, in the teacher evaluation instrument and development of Student Growth Objectives (SGOs), formative assessment, and MLP. Building-level administrators will participate in district-sponsored training on supporting teachers in developing high quality SGOs, and providing timely specific feedback. Building-level administrators will engage in calibration exercises that reflect on the accuracy of observation ratings/feedback.	Development of agendas, identification of trainers, and the planning for and implementation of New Teacher Orientation and teacher in-service days (scheduled for September, November and January). These programs will include learning and planning opportunities for the inclusion and expansion of the innovative and effective use of technology to support the enhancement of teaching and learning. Supervisors and Principals will identify and recommend standards, technology, and assessment related workshops and webinars (including those offered by the NJDOE) for teachers to attend and provide turn-key learning opportunities for participants. Development of meeting agendas and planning for Administrative Cabinet meetings, webinars, and workshops for learning opportunities on standards, technology, and assessments. Attendance at meetings and workshops will be approved by the Superintendent and Board of Education. Information will be shared by principals and Supervisors at faculty meetings. The Pennsville Professional Development Academy will offer and implement a variety of workshops to support district initiatives. The workshop sign-in sheets will serve as documentation of course offering and teacher/administrator participation. Follow-up surveys will provide feedback for further program development and expansion. Instructional Leaders will provide focused feedback to teachers during and after observations ad walkthroughs. Instructional Leaders will continue to secure inter rater reliability by participating in classroom walkthroughs on a consistent basis. Teachers will work with their respective school leaders, supervisors, and colleagues to implement and/or refine job embedded collaborative PL practices. Teachers of NJSLS content areas will work with their collaborative teams to analyze common assessment data including, but not limited to, benchmark results.

2	Elementary teachers will be offered grade level meetings during the year to collaboratively work with revised science programs and begin to expand and revise units of study. MS and HS teachers will meet with their department members on a monthly basis to collaboratively review resources, including digital resources, which support and align with the new content standards, State/Local Assessments and recommend the selection of appropriately aligned resources, including technology.	As appropriate, the findings may inform PL decisions for individual teachers and/or teams. Workshop dates will be collaboratively determined by the Assistant Superintendent with Principals. Technology and curriculum resources will be made available to teachers during all curriculum related workshops, which are aligned with NJSLSs. Provide summer curriculum planning time and grade level meeting time for curriculum development and articulation purposes. Principals will provide time at department and faculty meetings to discuss the new standards, integration of technology and State/Local Assessments. Teachers will be provided time during in-service days to review, practice and share using new instructional resources, including digital resources,which are aligned with newest standards. The Pennsville Professional Development Academy will offer job embedded training on district initatives in a variety of ways. On site trainings, off site using learning management systems throughout the summer.
2	Differentiation: Professional Learning (PL) during our Summer Summit and Cabinet Meetings (weekly in July and August) Teachers and administrators will continue to receive follow-up training on the State/Local Assessment content, format, analysis of results, and required technology at faculty meetings, district workshops, and NJDOE webinars/Digital presentations/workshops. Continue grade and department level articulation opportunities for sharing and learning about best practices and expand job-embedded, collaborative professional learning practices with an emphasis on instructional technology and 21st Century Skills. Support school level initiatives, such as the one-to-one initiative, at faculty and department meetings. Supervisor of Related Arts, Principals, Assistant Principals, Tech Mentors and Teacher Leaders to present to and work with faculty on technology initiatives at the building level.	Teachers will be provided collaborative team time and support for collaboration throughout the school year. The curriculum team will organize and implement a professional learning calendar to support all professional learning goals stated in this plan. Teachers will be provided with an abundance of opportunities to engage in individualized professional learning to address the specific elements noted in their PDP. Teachers will be provided collaborative time and support for collaboration throughout the school year in a differentiated approach. Teachers will attend State/Local Assessments related workshops and webinars (including those offered by the NJDOE) as recommended by the building principal and approved by the Superintendent and Board of Education. Teachers will share/ turn-key information with colleagues and their principal during faculty and grade level meetings.

		In-district grade level and department workshops will be conducted on aligning lessons and assessments, including the use of technology with content standards and State/Local Assessments.

State/Local Assessment(s) website and newsletters

Workshop dates will be collaboratively determined by the Assistant Superintendent with Principals. Technology and curriculum resources will be made available to teachers during all curriculum related workshops, which are aligned with NJSLSs.

The Pennsville Professional Development Academy will offer job embedded training on district initatives in a variety of ways. On site trainings, off site using learning management systems throughout the summer. |
| 3 | Teachers will be offered training in technology integration and aligning teaching strategies to the instructional shifts entailed in Standards 8.1 and 8.2. Technology Scope and Sequence Plan. The district's philosophy emphasizes technology integration in all subject areas, as opposed to students working on computing skills in isolation.

Teachers will recieve individualized prescriptive PD on how to integrate technology into instructional programs focused on student learning and scholastic achievement. The ultimate goal will be teachers teaching using technology not technology used in teaching. | Teachers will be provided with support from returning "Technology Mentors", who will be responsible for:

- the maintenance of a grade by grade scope and sequence of technology skills for all Pennsville students
- the development of exemplar lessons that are technology centric and relate to the scope and sequence referenced above
- serving as the "point person" for their grade level or content area within a school for technology related pedagogy issues
- assistance to colleagues could be offered in the form of collaboration, pre-teaching, co teaching, advisement for technology based lessons, and after school sessions.

The scope and sequence includes a variety of resources and tools that teachers can investigate while planning technology integration in their curricula. A bank of exemplars will be provided with the hope that teachers in the district will begin to contribute examples from their own work with students.

Create meaningful learning experiences in which students are taught how to apply their knowledge to solve real-world problems. |

		Workshop dates will be collaboratively determined by the Assistant Superintendent with Principals. Technology and curriculum resources will be made available to teachers during all curriculum related workshops, which are aligned with NJSLSs. Principals will provide time at department and faculty meetings to discuss the new standards, integration of technology and State/Local Assessments. Teachers will be provided time during in-service days to review, practice and share using new instructional resources, including digital resources,which are aligned with newest standards. The Pennsville Professional Development Academy will offer job embedded training on district initatives in a variety of ways. On site trainings, off site using learning management systems throughout the summer.
4	Principals will provide teachers with support, as outlined in each respective school's PDP. All school PDPs include a goal, school wide professional learning activities aligned with this goal. Instructional leaders will gather input from peers, staff, and other districts/schools to create a schedule with dedicated time for PLC's, team planning and student intervention and enrichment. In-Class Support (Special ED & CST Specific): During the 2017-2018 school year, Special ED teachers engaged in various trainings related to ICS models (Team-Teaching, Parallel Teaching, Complementary Instruction, and Station-Teaching), as well as the use and tracking of accommodations. During the 18-19 school year, teachers and CST members will engage in PD during PLC/Department meetings: implementation of accommodations for students in the inclusive setting, and appropriate measures of identification of readiness for inclusion. Special Education teachers to receive strategies by the Supervisor of Special Services.	Special ED and CST department meetings and PLC time will focus on the study of inclusion under the direction of the Supervisor of Special Programs. PLC's and PD during identified department meetings will be provided for all staff on inclusive practice and readiness for inclusion. Teachers will receive support from the Supervisor of Special Programs throughout the school year. Workshop dates will be collaboratively determined by the Assistant Superintendent with Principals. Technology and curriculum resources will be made available to teachers during all curriculum related workshops, which are aligned with NJSLSs. The Pennsville Professional Development Academy will offer job embedded training on district initatives in a variety of ways. On site trainings, off site using learning management systems throughout the summer.

3: PD Required by Statute or Regulation

State-mandated PD Activities
The District will be using an on-line platform to support teacher professional development required by statute and/or regulation. This will include Global Compliance Network and is specific to required training. The NJ DOE has a complete list of required trainings.

4: Resources and Justification

Resources
The District has allocated funds from both local funding and Title II monies to support professional development activities. Time for professional development has been built into the school calendar and will be used effectively.
Justification

Signature: _____   _____
          Superintendent Signature   **Date**