

# District Plan for Professional Learning 2012-2013

## Bridgeton Public Schools

### **K**nowledgeable **E**quipped **Y**outh **S**ucceed

**NJCCCS - District Curriculum**



**District & State Assessments**

**Character Development  
Graduation • College  
Vocational School • Employment**

**Bridgeton Public School District  
41 Bank Street  
Bridgeton, New Jersey 08302**

**Cumberland County  
New Jersey**

### District Professional Development Plan Checklist

Check to assure that all pieces of your plan are included. Use this sheet to check off each piece.

REQUIRED ✓	FORM	INCLUDED ✓
✓	Title page (Include district and county names)	✓
✓	Local Professional Development Plan Checklist	✓
✓	Table of Contents (Page numbered and correlated)	✓
<b>Section 1: District Profile</b>		
✓	District Profile Sheet	✓
✓	Local PD Committee Profile Sheet	✓
✓	Copy of school district's goals	✓
<b>Section 2: A. Reflection</b>		
✓	Summary of positive aspects of 2008-2009, 2009-2010, 2011-2012 plans	✓
✓	Identification of challenges	✓
✓	Four-tiered reflection	✓
<b>Section 2: B. Needs Assessment</b>		
✓	Definition of student achievement	✓
✓	Input from stakeholders	✓
✓	Key data sources	✓
✓	Analysis of needs assessments	✓
✓	Copy of recent needs assessment instrument	✓
<b>Section 2: C. PD Goals for the District</b>		
✓	Student learning goals	✓
✓	List of district professional development goals	✓
✓	Alignment	✓
<b>Section 2: D. District PD Opportunities</b>		
✓	PD Structures and processes	✓
✓	Key curriculum areas of focus	✓
✓	District support	✓
✓	Communicated plan	✓
✓	Connection between student learning goals & PD goals	✓
<b>Section 2: E. Professional Development Resources</b>		
✓	List of professional development opportunities	✓
✓	Identification of resources	✓
✓	Engaging all stakeholders	✓
<b>Section 2: F. Ongoing Assessment &amp; Evaluation</b>		
✓	Knowledge, skills and behaviors	✓
✓	Data used	✓
✓	Additional data	✓
✓	Job-embedded professional development	✓
✓	Evaluation of plan	✓
<b>Section 3: Plan Summary for District Plan</b>		
✓	Reflection	✓
✓	Needs assessment	✓
✓	Professional development goals	✓
✓	Professional development opportunities	✓
✓	Professional development resources	✓
✓	Evaluation	✓

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**PROFESSIONAL DEVELOPMENT PLAN  
DISTRICT PROFILE SHEET**

Name of District: **Bridgeton**  
 District Code: **0540**  
 Address: **41 Bank Street**  
**Bridgeton, NJ 08302**

County: **Cumberland** County Code: **11**

District Factor Group: **A**

Chief School Administrator: **Dr. Thomasina Jones**

Type of District (check one):

K-5 \_\_\_ K-6 \_\_\_ K-12 \_\_\_ 7-12 \_\_\_ 9-12 X Other (specify): **Pre-K-12**

List names of school buildings, grades, current student enrollment, and number of professional staff members:

Number of professional staff members (all those who hold instructional or educational service licenses; as Child Study Team members.)

Name of building	School Code	Grades	Enrollment	Cert. Staff
<b>Geraldyn O. Foster Early Childhood Center</b>	<b>150</b>	<b>PK</b>	<b>482</b>	<b>45</b>
<b>Broad Street School</b>	<b>030</b>	<b>K-8</b>	<b>1030</b>	<b>91</b>
<b>Buckshutem Road School</b>	<b>050</b>	<b>K-8</b>	<b>392</b>	<b>38</b>
<b>Cherry Street School</b>	<b>055</b>	<b>K-8</b>	<b>582</b>	<b>59</b>
<b>Indian Avenue School</b>	<b>060</b>	<b>K-8</b>	<b>652</b>	<b>57</b>
<b>Quarter Mile Lane School</b>	<b>100</b>	<b>K-8</b>	<b>326</b>	<b>41</b>
<b>West Avenue School</b>	<b>130</b>	<b>K-8</b>	<b>750</b>	<b>68</b>
<b>Bridgeton High School</b>	<b>020</b>	<b>9-12</b>	<b>1054</b>	<b>128</b>

## The District Report on Professional Learning

### Section One: Expanded Local Professional Development Committee Information

**D1.** Please provide the names and positions of the participants on the Expanded Local Professional Development Committee responsible for preparing the report on professional development. Have ELPDC members sign off on the report prior to approval by the local board.

<b>EXPANDED LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE</b>			
<b>Last Name</b>	<b>First Name</b>	<b>Position &amp; Location</b>	<b>Signature</b>
Johnson	Nedd	Assistant Superintendent	
Realdine	Dorothy Dr.	Director of Curriculum Bank Street Administrative Offices	
Robinson	Tanya Dr.	Director of Early Childhood Dr. Geraldyn O. Foster Early Childhood Center	
Okafor	Ericka	Supervisor of Bilingual Education Bank Street Administrative Offices	
Wilchensky	Barbara	Response to Intervention Supervisor Bank Street Administrative Offices	
Gbesi	Veronica	Supervisor of Curriculum Bank Street Administrative Offices	
Macchia	Derek	Principal Buckshutem School	
Maloney	Steve	Teacher West Avenue School	
Backman	James	Teacher Broad Street School	
Meyers	Thomas	Teacher Cherry Street School	
Arenberg	Sarah	Teacher Dr. Geraldyn O. Foster Early Childhood Center	
Horwitz	Karen	Facilitator Bridgeton High School	
Cairone	Sarah	Teacher Quarter Mile Lane	
Waddington	Isolde	Teacher Indian Avenue School	

## **DISTRICT GOALS**

- Improve student achievement as measured by standardized tests, report card grades, and student behavior
- Improve safety for students and employees
- Increase parental and community involvement
- Improve district facilities

## **MISSION STATEMENT**

The mission of the Bridgeton Public Schools is to have all pupils meet the Core Curriculum Content Standards and graduate from high school as lifelong learners who will make positive contributions to the community, act with the highest moral and ethical standards, promote equal opportunity, and participate in the advancement of our democratic society.

## **VISION STATEMENT**

To create a transparent school system, with state of the art facilities, clearly focused on having all students achieve academic and interpersonal excellence, supported by committed parents, community members and staff who feel a moral obligation to help all students meet the highest standards.

# TEMPLATE FOR DISTRICT PROFESSIONAL DEVELOPMENT PLAN 2010-2013

## SECTION BUILDING A DISTRICT 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 your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

#### Summary of positive aspects of prior Professional Development Plans

In 2008-2009, 2009-2010, 2010-2011 **and 2011-2012** Professional Development Plans for the Bridgeton School District were comprehensive and flexible. Teaching staff were provided multiple opportunities to pursue professional development linked to curriculum initiatives and instructional strategies. Addressing changes in Core Curriculum Content Standards, revising curriculum, addressing State mandates and the ever changing staff development needs were considered when developing opportunities for professional development.

In order to ensure an ongoing, sustained classroom focused professional learning program in the district, three full days of in-service training were provided as well as professional development workshops through the school year. Results from the 2009, 2010 **and 2011** administration of NJ ASK for grades 3-8 and NJ HSPA for grade 11 indicate that the staff development was effective at some grade levels and in some sub groups. However, the results continue to indicate a need to incorporate additional training for teachers of special education and LEP students.

In 2008-2009 and 2009-2010 professional development was provided to assist the math teachers (including bilingual education and special education) in providing best practices in the teaching of mathematics. Training on mathematics open-ended questions and the use of rubrics, graphing calculators, and incorporating higher order questions and constructive feedback was provided to staff members. In 2010-2011, professional development was provided to assist the math teachers (including bilingual education and special education) in program components/math content and incorporating technology into the math classroom. **In 2011-2012, professional development was provided to assist the math teachers (including bilingual education and special education) in program components/math content, implementing the Common Core State Standards in Mathematics, writing in mathematics and incorporating the use of the TINavigator and Smartboard into the math classroom.**

During the course of the 2008-2009 and 2009-2010 school years, teachers continued to receive professional development in the areas of literacy. The district has adopted the Reading and Writing Workshop as the frameworks for literacy instruction. The emphasis in each of these areas is small group instruction and focused rigorous attention to daily reading and writing. In 2010-2011, the district has continued to implement the Reading and Writing Workshop. Professional development has been provided in several ways. Teachers received formal training, peer observation, informal observation, literacy coaching and grade level meetings to support the

acquisition of skills and knowledge needed to implement this framework. In 2010-2011, additional training was provided for the *Being a Writer* program by the Developmental Studies Center consultants in grades K-5. Also in 2010-2011, professional development was provided to assist the language arts literacy teachers (including bilingual education, special education) on vocabulary development/acquisition, reading fluency, comprehension strategies for narrative and informational text, **guided reading**, genre studies and writing strategies. **In 2011-2012, professional development was provided to assist the language arts literacy teachers (including bilingual education, special education) to increase engagement and rigor through best practices implemented with knowledge and rigor. During 2011-2012, teachers in grades K-2 will receive focused professional development in the following areas:**

- **Guided Reading (grade 1)**
- **Comprehension Strategies (grade 2)**
- **When Readers Struggle (grades 1-3)**
- **Writing Workshop with our Youngest Writers (grade K)**
- **Assessment (Fountas & Pinnell Results, Administering Running Records, High Frequency words, and Beginning Writing)**
- **Writing (Being a Writer Program and Genre study; use of a Rubric)**

**During 2011-2012, teachers in grades 3-5 will receive focused professional development in the following areas:**

- **Reading Workshop**
- **Being A Writer-coaching**
- **Assessment/Rubrics**

**During 2011-2012, teachers in grades 6-8 will receive focused professional development in the**

- **Holt McDougal Program Implementation**
- **Addressing the needs of Struggling and Hard to Reach Readers**
- **Coaching in middle grades literacy**
- **Supporting ELL's in Upper Grades**
- **Best Practices in Adolescent Literacy**
- **Writing/Rubrics**
- **Rowan Literacy Consortium (grade 8)**

**During 2011-2012, teachers in grades 9-12 will receive focused professional development in the**

- **Vocabulary Development**
- **AP Reading Strategies**
- **Support Strategies for At-Risk Readers**
- **Benchmark Assessments**

The results of feedback from staff development (New Teacher Orientation, In-service days, Novice Teacher training, SIOP training, in-district workshops) indicate that teachers believe that their needs were met. Positive aspects of the plan include:

- Professional development opportunities were differentiated based on the staff's level of proficiency, interests and distinct initiatives.
- The plan was comprehensive and flexible addressing changes in the Core Curriculum Content Standards and revisions to curriculum and staff needs.

Collaboration among staff members and the emergence of Professional Learning Communities at the building level continue to increase.

Identification of challenges:

There are some challenges that were a concern:

- Providing substitutes for staff development

- Providing staff development to the vast number of novice teachers and newly reassigned teachers (2011-2012) in our district
- Assessing how the impact of staff development has increased student performance
- Common planning/preparation time among grade level and content teachers
- Elimination of LAL coaches, math coaches, facilitator (K-8), and tutors (2010-2011)
- Reduction of building level supervisors

Addressing student learning needs:

During the 2008-09, 2009-2010 and **2011-2012** school years, state testing data was disaggregated and discussed with teachers and members of the administrative team to identify areas of instructional practice that needed to be addressed. As a result of articulation meetings with grade level teams and department staff, administrative interests and observations, along with information from consultants a determination was made to include writing in the content area, differentiated instruction, support to diverse learners and using assessment to inform instruction. Additionally, the district's professional development goals were infused into the school level professional development opportunities.

Initiatives implemented in previous years were continued during the 2008-09, 2009-2010, 2010-2011 and **2011-2012** school years with additional professional development. Content based initiatives were supported during the in-service days. Professional development included state mandates to provide training in Suicide Intervention, Child Abuse Reporting, Blood Borne Pathogens, Affirmative Action/Anti-Bullying, Sexual Harassment and Right to Know.

District-wide workshops and school level workshops were conducted on "*Classroom Instruction that Works*" (Marzano) with an emphasis on effective use of research-based instructional strategies for increasing student achievement. Teachers implemented the instructional strategies into classroom practice in such a way as to maximize student achievement. In 2007-2008 the research-based instructional strategies the district focused on were: Identifying Similarities and Differences, and Summarizing and Note Taking. Templates were developed and implemented in support of focal areas. In 2008-2009, the district continued using "*Classroom Instruction that Works*" (Marzano) and focused on the research-based strategies of Setting Objectives and Providing Feedback. During walkthroughs and CAPA visits, there was an increase in the posting of objectives. There was evidence that the students' work contained constructive feedback from the teachers. However, there is room for improvement in the aforementioned areas. In 2009-2010, the district continued using "*Classroom Instruction that Works*" (Marzano) and focused on the research-based strategies of Reinforcing Effort & Providing Recognition and Homework & Practice. There was evidence of reinforcing effort and providing recognition with teachers' posting student work with constructive feedback. In addition, the district refined the report card policy (#5124) to reflect percentage weights for summative and formative assessments, homework and class work.

All administrators received training on Power Walkthroughs by McREL in September 2009. In 2010-2011, all administrators will continue to receive training on Power Walkthroughs by McREL. Also in 2010-2011, district-wide administrator workshops were conducted on "*The Art and Science of Teaching*" (Marzano) and the "*The Highly Engaged Classroom*" (Marzano). **In 2011-2012 administrators received training on "*Meeting Students Where They Live: Motivation in Urban Schools*" by Richard Curwin; School Ethics and School Governance and the latest in school law; Students Rights and Responsibilities; Staff Rights and Responsibilities; Special Education Law, Regulations and Due Process Procedures and CPI's Nonviolent Crisis Intervention.**

All administrators believe it is vital to monitor instruction by conducting routine classroom observations. Administrators observe teachers' use of effective instructional strategies, level of student engagement, use of technology, and additional teacher practices research has proven to influence student learning. Through the use of Power Walkthroughs, administrators determine that staff development efforts are positively impacting teaching and student learning.

Assisting teachers in the acquisition of instructional strategies to enhance the performance of English Language Learners continued to be an emphasis in the district. In 2008-2009, SIOP training was provided during the summer and school year. In 2009-2010, the district forged a partnership with Rowan University to provide comprehensive professional development in sheltered instruction observation protocol (SIOP) **which** was provided during the school year. Since the goal is the simultaneous acquisition of language, content knowledge and skills, students who test at Level 3 & 4 have the opportunity to work in their content level courses while fostering their English development. In 2010-2011, the district continued to implement SIOP strategies. **In 2011-2012, the district continued to provide SIOP training at Rowan University and these SIOP strategies continued to be implemented.**

In 2007-2008, the district first implemented READ180, a technology-based language arts literacy intervention program for the low performing students in two elementary schools. The READ180 Program is an intensive reading intervention program which assists educators in addressing the problem of illiteracy on multiple fronts, using technology, print, and professional development. Over the past two years, the READ180 program has been expanded to three schools within the district. Data has shown an increase in student achievement in reading for those students receiving this supplemental program. In 2009-2010, professional development was provided for teachers who were implementing the READ180 program. In 2010-2011, the READ180 Program has been expanded to all K-8 schools and an additional after-school enrichment component has been added. Additional professional development was provided to teachers on the READ180 Program and *System 44* Program. *System 44* is a foundational reading and phonics program designed for our most challenged, struggling readers. *System 44* helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. **In 2011-2012, the READ180 program continued in the district, however in the K-8 schools it was shifted to an afterschool program. In the district's special education classes, READ180 and System 44 continues to be utilized during the instructional day.**

Also, the district first implemented in each elementary school the use of Response to Intervention (RTI) program in 2007-2008. RTI includes three "tiers" of instruction with more intensive help provided if a child does not respond at each tier. In 2010-2011, the district has discontinued the implementation of the RTI program due to budget restraints. **In 2011-2012, the district hired a district RTI supervisor and will hire 32 RTI Math and LAL teachers for grades K-8.**

The high school implemented the Talent Development High School (TDHS) secondary education reform model in 2006-2007. The TDHS model consists of a ninth-grade academy which is a self-contained school-within-a-school with interdisciplinary teacher teams designed to provide ninth-graders a smooth transition to high school and a caring, respectful environment in which to begin their high school careers. For students in grades 10 through 12, career academies are self-contained small learning communities. These career academies in the high school each have a career focus in core subjects, as well as elective courses. The high school will continue to use the TDHS model. In 2010-2011, all staff members received professional development on Responding to the Early Warning Indicators (of student drop-out) by the TDHS providers. This professional development included identifying students who are at high risk of dropping out of school and implementing intervention strategies in improving student attendance, behavior and course passing rates. **In 2011-2012, all but one of the eight technical assistance days in the TDHS contract were devoted to the Math/Science departments to support a return to full implementation of the TDHS curricular materials for Math. The one remaining day was utilized to provide training to the high school academy leadership teams. The focus of this training was on Developing Resiliency in Staff and Students. This training expanded previous learning related to Responding to Early Warning Indicators. Academy leaders have integrated components of the Resiliency training into professional learning activities during extended day academy meetings to benefit the entire staff. The high school Math/Science Supervisor began working collaboratively with the TDHS Math Instructional Facilitator during the summer to prepare for the professional development needs of the staff. The focus has been on increasing student engagement in classroom discourse and inquiry activities using higher level questioning based on Bloom's taxonomy.**

In 2009-2010, Bridgeton High School (BHS) has partnered with FEA/NJASCD/Kean College in their “Putting It Together” Program. BHS chose three components of their four-part comprehensive process to assist them in their efforts: the Instructional Core, Blueprints and Assessment. The modules have a positive impact on raising teacher expectations, utilizing instructional strategies and providing meaningful feedback that will raise the rigor in all content areas. Selected staff members have been meeting during their common planning groups and department meetings to share/review data and review their common assessments and benchmark tasks. In 2010-2011, BHS has continued to provide professional development on implementing “The Instructional Cycle”. **In 2011-2012 a third cohort will be trained and receive classroom embedded coaching support. Also, in 2011-2012 Language Arts and Math teachers analyzed established benchmark tasks including writing samples and Gates-MacGinnitie reading level assessments for language arts literacy and common unit tests for mathematics. Department supervisors are integrating these activities regularly into monthly department and weekly common planning meetings.**

In 2009-2010, Bridgeton High School staff members selected for the SMARTmove (assessment and quality questioning) trainings have participated in increase collaboration as they look at student data and their formative and summative assessments to raise the rigor. The first cohort of 40 staff members who were trained in 2009-2010 continues to implement these strategies. In 2010-2011, no other staff members were trained due to budget restraints. In 2009-2010, Bridgeton High School (BHS) has partnered with FEA/NJASCD/Kean College in their “Putting It Together” Program. BHS chose three components of their four-part comprehensive process to assist them in their efforts: the Instructional Core, Blueprints and Assessment. The modules have a positive impact on raising teacher expectations, utilizing instructional strategies and providing meaningful feedback that will raise the rigor in all content areas. The Blueprints component helps teachers to develop effective instructional strategies to assist struggling students “learn how to learn” behaviorally and academically. In 2010-2011, BHS continued to provide professional development on implementing “Blueprints” to an additional cohort of teachers and coaching assistance to previously trained teachers to support classroom implementation of the instructional strategies. **In 2011-2012, a third cohort will be trained and receive classroom embedded coaching support.**

In 2008-2009, the teaching staff and administrators began implementing data analysis from *Results: The Key to Continuous School Improvement* (Schmoker) on how to improve schools with a staff that regularly collects and analyzes data from measurable goals. A staff meeting is held at least once a month in which the Schmoker model is used. This model has continued to be implemented in 2009-2010, 2010-2011 **and 2011-2012.**

In 2008-2009, the Work Sampling System (WSS) was first implemented in the pre-school program. This assessment system enabled teachers to derive student performance data from five academic domains which fostered further individualized instruction. The Work Sampling System continues to be used in the pre-school program.

The district also made a major commitment to continuing job-embedded professional development. To that end, the district employed a mathematics and language arts literacy coach in each building for the past several years. These coaches provided content knowledge and resources – including teaching strategies, assessment techniques, assessment of skills, building and district trainings, interpretation of assessment results, classroom routines and practices that promote student success. Support was provided to general education teachers, bilingual teachers and special education teachers. In 2010-2011, the math and LAL coach positions were abolished due to budget restraints. For the last several years, the district also employed four master teachers who support the pre-school teaching staff. In 2010-2011, the number of master teachers was reduced from four teachers to three teachers due to budget restraints.

In 2008-2009, the district partnered with Rowan University to provide comprehensive professional development in Language Arts Literacy through their literacy consortium to the Cherry Street School and the Broad Street School, both under CAPA review. In 2008-2009, the focus of the literacy consortium

was on reading. The district continued the partnership that will include a focus on writing during the 2009-2010 school year. In 2010-2011, the partnership with Rowan University will continue with the vice principals of Broad Street School, Cherry Street School and Buckshutem Road School for the purpose of building capacity among instructional leaders. In 2009-2010 the Cherry Street School and the Broad Street School both under CAPA reviews are part of the LAL Consortium. In 2010-2011, all assistant principals from the Buckshutem School, Cherry Street School and the Broad Street School attended the LAL Consortium. **In 2011-2012, all K-8 schools have representatives who will participate in the literacy consortium. A cadre of LAL teachers has been selected to participate in the Major Speakers portion of the Literacy Consortium program. These teachers will assist in improving instruction in LAL at the classroom level and providing a vehicle for sharing best instructional practices.** In addition, the district partnered with LLTeach consultants to work with the Broad Street School math teachers by providing a model lesson, followed by a debriefing session to support the discussion of why the model lesson reflected best practices in mathematics. In 2010-2011 the LLTeach consultants were eliminated due to budget restraints. **In 2011-2012, the LLTeach coaching model was reinstated and provided training to the math teachers at the Broad Street School, Cherry Street School and the Indian Avenue School.**

In the current school year, the vast majority of teaching staff are completing their professional development hours either by attending summer trainings or school workshops. The vast majority of teachers have completed far more than the minimal 20 hours of professional development.

As the district moves forward with professional development, the transformation from activities driven to results orientated model will continue. Professional development will be centered upon best practices for teaching and learning. Teachers will continue to work in collaborative grade level and/or content specific teams to focus on student work and specific strategies for improving student achievement. Professional Development will continue to support implementation of the research-based math and language arts literacy programs as well as infusion of technology across the curriculum. Additional areas of professional development will continue to focus on meeting the needs of diverse learners, assessment and instructional strategies.

All of the elements in our current plan and previous plans reflect that effective staff development must be consistent and focused on classroom instruction. Professional development incorporates curriculum writing/revising according to the curriculum cycle.

The district emphasis is on supporting teachers in gaining additional strategies to assist our population of diverse learners in Language Arts Literacy and Mathematics. In response to the ever changing nature of technology it is essential to continually support our teachers in implementing technology in the classroom. Out of district, in-district visitations, webinars, and research articles will continue to support the professional development of our teachers in areas relevant to effective teaching practices.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

### 2 B. Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions:

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

#### 1. Definition of Student Achievement

The Bridgeton Public Schools definition of student achievement is found in the district's mission statement. The mission of the Bridgeton Public Schools is to have all pupils meet the New Jersey Core Curriculum Content Standards, **2010 Common Core State Standards** and graduate from high school as lifelong learners who will make positive contributions to the community, act with the highest moral and ethical standards, promote equal opportunity, and participate in the advancement of our democratic society.

There were common threads among each school's definition of student achievement. The commonalities were that all students will be able to utilize 21<sup>st</sup> Century Skills as it applies to its real life application in the world to positively contribute to our community. This will be demonstrated as students experience academic success leading to proficiency as evidenced by NJASK, Algebra I EOC, HSPA, **ACCESS** and district summative assessments scores.

The student learning priorities highlighted were that students continually strive to meet their individual learning goals in order to read well, independently, and with understanding; to understand mathematical processes and skills needed to succeed in an exceedingly challenging and changing global community; to gain the ability to synthesize information and use it effectively in a variety of ways; to use critical thinking to problem solve; to behave in a manner that creates the optimum learning environment for each student.

The district will continue to provide ongoing professional development to enhance the teachers' content knowledge which will undoubtedly increase student achievement. The district's professional development will include developing differentiated instruction to meet the academic, social/emotional and physical needs of all students. The professional development plan will also include a deepening understanding on how to incorporate varied assessments into the teachers' instructional practice. The district is cognizant of its obligation to provide professional development opportunities that are reflective of adult learning and development. The district recognizes the need to constantly evaluate the effectiveness of its professional development program by classroom observations, analysis of test data, teacher, student and parent feedback. The district supports the development professional learning communities by providing diverse opportunities for staff including professional development days, after school sessions, summer workshops and college courses.

#### 2. Input from Stakeholders

The LPDC consists of a representative from each school. The committee was further comprised of teachers, building administrators and district staff. Additionally, each school has a professional

development committee whose stakeholders can include Early Childhood Advisory Council (ECAC), School Leadership Council (SLC) members and school staff members.

At the beginning of **each** school year, all stakeholders are gathered to discuss the goals and objectives of the coming year. The SLC also communicates the priorities for the school year. Also, the district professional development plan is disseminated to all schools as well as all SLC members. Additionally, the plan is placed on the district website for all community stakeholders to view. The district publishes a quarterly district news letter identifying priorities within the district as it relates to student learning priorities. Furthermore, parental input was sought through parent conferences, school events, Parent Teacher Organizations, ECAC as well as feedback from staff members of Intervention and Referral Service Teams also were part of the process of identifying specific priorities.

The LPDC prepared and implemented a plan to assess professional development priorities. The assessment process methods used to gather information by the Professional Development Committee consisted of a needs assessment, including a paper survey and staff interviews. Committee members conferred with respective staff to identify areas of need as well as areas of expertise. All staff in the district received Professional Development information via the district's curriculum newsletter and through emails. All professional development activities are publicized in the professional development calendar which is posted on the district website.

Evidence of professional learning needs of the staff are gathered from various sources including, but not limited to, formal and informal teacher observations and surveys, Professional Growth Plans (PGP), monthly grades level meetings with administrators, and school groups which may consist of parents, teachers, students and community members (SLC or ECAC). A Professional Development Survey was provided to the staff, highlighting areas of interest directly related to professional development activities. The survey was separated by focus areas, listing several workshop choices under each specific category. Teachers were asked to select 10 or fewer areas of interest that they would like to receive additional training. These results were then tallied and the top six were highlighted. The LPDC then compiled the data into a district priority list.

### **3. Key Data Sources**

The use of varied strategies for assessing the professional development needs of the staff has allowed the Professional Development Committee to create a plan that will support teachers' instruction with the ultimate goal of increasing student achievement. Several factors contributed to identification of needs: classroom observations, review of student assignments and assessments (summative assessments and state assessments), student demographic data, student attendance and disciplinary records, teacher requests/needs, and CAPA recommendations. The Director of Assessments provided the district and each school a detailed analysis of student data to be shared with staff.

In 2008-2009, the Early Learning Improvement Consortium, in collaboration with the New Jersey Department of Education, conducts an assessment in six randomly selected preschool classrooms identifying areas needing improvement as defined by Early Childhood Environment Rating Scale. The areas identified as needs improvement are addressed through professional development. In 2009-2010 the Early Learning Improvement Consortium was discontinued due to state funding reduction. **In 2010-2011, the funding was restored to the Early Learning Improvement Consortium to conduct assessments for the school year. The district implemented the NJDOE Data Summary Tool in 2009-2010 and plans to continue its use.**

### **4. Analysis of Needs Assessment**

The areas identified by the survey completed by staff were consistent with district goals for improving student achievement in Language Arts Literacy and Math, and for infusion of technology into the curriculum. Additionally, staff identified as areas of concern meeting the needs of students with disabilities and English language learners as priority areas.

An analysis of the 2009-2010 survey results, indicate the need for professional development in the following areas:

- Curriculum and Content
  - Continued professional development needed to support implementation of standards-based research-supported programs
  - Higher Order Thinking Questions
  - Balanced Literacy
  - Pre-School Tools of the Mind Curriculum
- Instructional Strategies
  - Differentiated Instruction
  - Cooperative Learning
- Diverse Learners
  - Sheltered Instruction for ELL students in Mainstream classes
- Special Needs
  - Assisting students with Special Needs
  - Co-teaching in Special Education inclusion classrooms
- Assessment
  - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - Assessing Comprehension and Communication in English State-to-State (ACCESS)
  - Early Childhood Environment Rating Scale (ECERS)
  - Preschool Classroom Mathematics Inventory (PCMI)
  - Infant/Toddler Environment Rating Scale (ITERS)
  - Maculaitis Assessment of Competencies (MAC) II
  - Running Records
  - Learnia
  - Fountas & Pinnell
  - NJASK, HSPA
- Technology
  - Integration across the content
  - Use of technology to assist students with diverse learning needs

An analysis of the 2010-2011 survey results, indicate the need for professional development in the following areas:

#### Curriculum and Content:

- Guided Reading
- Writer's Workshop
- Genre Writing
- Basic Reading (Vocabulary Development, Comprehension, Phonics, Phonemic Awareness and Fluency)
- Science Content and Inquiry
- Improving NJASK Student Success
- Everyday Mathematics Program
- Open-Ended Questions
- Learning Centers

#### Instructional Strategies

- Classroom Management Skills
- Differentiated Instruction
- Special Education Strategies
- Working with Parents/Community Effectively
- Motivating Students
- Cultural Sensitivity/Diversity Issues

#### Technology

- Study Island Program
- Microsoft Office

- Elmos, LCD, Smartboards

#### Assessment

- Use of rubrics
- Alternate Means of Assessment in the Classroom

**An analysis of the 2011-2012 survey results, indicate the need for professional development in the following areas:**

#### **Curriculum and Content:**

- **Comprehension Strategies**
- **Guided Reading (K-4)**
- **Early Primary Writing (K-2)**
- **Teaching Basic Reading: Vocabulary Development, Comprehension, Phonics, Phonemic Awareness and Fluency**
- **Writer's Workshop**
- **Genre Writing**
- **Development and Use of Open-Ended Questions (Math)**
- **Developing and Implementing Learning Centers (Math)**

#### **Instructional Strategies:**

- **Improving Classroom Management Skills**
- **Differentiated Instruction**
- **Learning More about Community Resources for the Classroom**
- **Motivating Students**
- **Questioning Strategies**
- **Special Education Strategies**

#### **Assessments:**

- **Use of Rubrics**
- **Use of Alternative Means of Assessment in the Classroom**

#### **Technology:**

- **Use of Elmo's/LCD Projectors**
- **Use of Smartboards/BrightLinks**

## 2012-2013 Needs Assessment Instrument

### BRIDGETON PUBLIC SCHOOLS PROFESSIONAL DEVELOPMENT SURVEY

School \_\_\_\_\_

Grade \_\_\_\_\_

The Bridgeton Public School District is gathering data concerning staff development activities. The results of this survey will assist the district in making future decisions regarding professional development activities at both the district and building levels.

**Please completed this survey by Friday, February 10, 2012**

**Please check 10 or fewer areas of professional development which are of interest to you:**

#### **LAL/Reading**

- \_\_\_\_\_ Provide training in the Implementation of the Core LAL Program
- \_\_\_\_\_ Provide training in Comprehension Strategies
- \_\_\_\_\_ Provide training in Guided Reading (K-4)
- \_\_\_\_\_ Provide training in Small Group Instruction (5-8)
- \_\_\_\_\_ Provide training in Readers' Workshop
- \_\_\_\_\_ Provide training in Writer's Workshop
- \_\_\_\_\_ Provide training in Content Area Reading Across Content Areas
- \_\_\_\_\_ Provide training in Early Primary Writing (K-2)
- \_\_\_\_\_ Provide training in Developmental Writing (PK)
- \_\_\_\_\_ Provide training in Genre Writing
- \_\_\_\_\_ Provide training in Running Records
- \_\_\_\_\_ Provide training in Holistic Scoring
- \_\_\_\_\_ Provide training in teaching basic reading: Vocabulary Development, Comprehension, Phonics, Phonemic Awareness and Fluency
- \_\_\_\_\_ Provide training in Understanding the Priorities in the Current LAL Common Core State Standards

#### **Science**

- \_\_\_\_\_ Provide training in Improving Knowledge of Science Content
- \_\_\_\_\_ Provide training in Improving Knowledge of Science Inquiry

- \_\_\_\_\_ Provide training on using Probes
- \_\_\_\_\_ Provide training in Understanding the Priorities in the Current New Jersey Core Curriculum Content Science Standards
- \_\_\_\_\_ Provide training in Improving Student Success on the NJASK Assessments
- \_\_\_\_\_ Provide training in Improving Student Success on the Biology State Assessment

### **Mathematics**

- \_\_\_\_\_ Provide training in the Implementation of the Everyday Mathematics Program
- \_\_\_\_\_ Provide training in the Implementation of the Pre-Algebra Program
- \_\_\_\_\_ Provide training in the Implementation of the Algebra Program
- \_\_\_\_\_ Provide training in Development of Math Content
- \_\_\_\_\_ Provide training in Understanding the Priorities in the 2010 Math Common Core State Standards
- \_\_\_\_\_ Provide training in Development and Use of Open-Ended Questions
- \_\_\_\_\_ Provide training in Developing and Implementing Learning Centers

### **General Strategies**

- \_\_\_\_\_ Provide training in the Response to Intervention (RTI) Math Program
- \_\_\_\_\_ Provide training in the Response to Intervention (RTI) LAL Program
- \_\_\_\_\_ Provide training in the Tools of the Mind Curriculum (PK)
- \_\_\_\_\_ Provide training in PBS Strategies (PK)
- \_\_\_\_\_ Provide training in Improving Student Success in AP Courses
- \_\_\_\_\_ Provide training in Improving Classroom Management Skills
- \_\_\_\_\_ Provide training in Differentiated Instruction
- \_\_\_\_\_ Provide training in Questioning Strategies
- \_\_\_\_\_ Provide training in Special Education Strategies
- \_\_\_\_\_ Provide training in Developing and Using Portfolios
- \_\_\_\_\_ Provide training in Standards-Based Learning Centers
- \_\_\_\_\_ Provide training in Flexible Groups
- \_\_\_\_\_ Provide training in Learning Styles

- \_\_\_\_\_ Provide training in Grouping Students for Instruction
- \_\_\_\_\_ Provide training in Developing Thematic Units
- \_\_\_\_\_ Provide training in Cooperative Teaching in an Inclusive Classroom
- \_\_\_\_\_ Provide training in SIOP
- \_\_\_\_\_ Provide training in Instructional Strategies for ELL students
- \_\_\_\_\_ Provide training in Ways of Working More Effectively with Parents
- \_\_\_\_\_ Provide training in Learning More about Community Resources That Can be used in the Classroom
- \_\_\_\_\_ Provide training in Motivating Students
- \_\_\_\_\_ Provide training in Cultural Sensitivity/Diversity Issues

### **Technology**

- \_\_\_\_\_ Provide training in the Use of the Study Island Program to Improve Student Achievement
- \_\_\_\_\_ Provide training in the Use of Learnia.com to Develop Assessments
- \_\_\_\_\_ Provide training in the use of NJSmart Program to Gather Data to Drive Instruction
- \_\_\_\_\_ Provide training in the Use of Graphing Calculators
- \_\_\_\_\_ Provide training in the Use of Fastt Math Program
- \_\_\_\_\_ Provide training in the Use of IXL Math Software
- \_\_\_\_\_ Provide training in the Use of Geometry SketchPad
- \_\_\_\_\_ Provide training in Incorporating Microsoft Office skills into Content Areas
- \_\_\_\_\_ Provide training in the Use of Elmo's/LCD Projectors
- \_\_\_\_\_ Provide training in the Use of Smartboards/BrightLinks
- \_\_\_\_\_ Provide training in the Renzulli Model (Differentiated project resource for all content areas)

### **Data/Assessments**

- \_\_\_\_\_ Provide training in the Use of State Assessment Data to Drive Instruction
- \_\_\_\_\_ Provide training in the Administration of DIBELS
- \_\_\_\_\_ Provide training in Work Sampling Systems Electronic Portfolios (PK)
- \_\_\_\_\_ Provide training in the Use of the Fountas & Pinnell Benchmark Assessment
- \_\_\_\_\_ Provide training in the Use of District Benchmarks to Drive Instruction

\_\_\_\_ Provide training in the Use of Rubrics

\_\_\_\_ Provide training in the Use of Alternative Means of Assessment in the Classroom

\_\_\_\_ Provide training in the Use of Formative Assessment to Drive Instruction

Other professional development requested:

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## District Level Professional Development Planning Template

### SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

2

#### C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
  - 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 the district professional development goals align with the district priorities goals and the systemic goals of the district.

#### 1. Student Learning Goals

The focus of all professional development has, as an organizing principle, improvement of student achievement, specifically in the areas of Language Arts Literacy and Mathematics. The study and analysis of data to improve student achievement, as well as to identify areas of need for professional development has been an essential component of the planning process.

#### 2. List of District Professional Development Goals

Bridgeton is committed to providing a professional development plan that incorporates varied structures and designs for the delivery of professional development. Professional development activities include experiences that are intended to increase teachers' understanding of their respective content areas with specific emphasis upon the relationship between daily classroom lessons and alignment to NJCCCS, Common Core State Standards, WIDA standards and NJPTLS (NJPTLSQ). Further, the professional development opportunities are designed to assist teachers by providing research supported strategies relevant to student behaviors, learning styles, and the most effective strategies to provide instruction to a community of diverse students. Opportunities for collaboration, the sharing of best practices, and reflection are built into the process to foster the development of school-based professional learning communities.

The support and professional development of new teachers to the district, particularly novice teachers has been deemed eminently important to the district. The new direction for professional development in the district has been supported by collaboration by stakeholders in the schools and the broader community: professional organizations, national associations, community organizations, parents, administrators, students, and teachers. The district recognizes the importance of continual assessment and evaluation of current and future professional development plans to assess whether identified goals are being addressed. Additionally important is the need for follow-up on professional development activities. It is essential that teachers work to implement research based programs within their classes. Administration at both the school and district level, ensure that sufficient allocation of resources are in place.

## Professional Development Goals:

Bridgeton School District will:

- Provide our teachers with sustained professional development opportunities to support curriculum development aligned with NJCCCS, Common Core State Standards, WIDA standards and NJPTLS (NJPTSQ). The Professional Development opportunities will align with No Child Left Behind (ESEA), Professional Development Standards, NJ Professional Standards for Teachers, NJ Professional Development Standards, and the Eight Key Elements of High Quality Professional Development, all with the goal of improving student learning.
- Provide teachers with professional development opportunities that assist teachers in meeting the educational and instructional needs of diverse students, including students with disabilities, English Language Learners, economically disadvantaged students.
- Provide staff with scientifically based, research based instructional strategies and the technology skills necessary for meeting the needs of 21st century learners.
- Provide professional development opportunities reflecting best practices and understanding of adult learning.

## SMART Goals:

Language Arts

In 2008-2009, the language arts literacy data (NJASK 3-8 & HSPA) reveals that many students are in need of remediation in these critical areas: Working with Text, Analyzing Text and Writing. In 2009-2010, the language arts literacy data (NJASK 3-8 & HSPA) reveals that many students are in need of remediation in Analyzing Text and Writing. **In 2010-2011, the language arts literacy data (NJASK 3-8 & HSPA) reveals that many students are in need of remediation in the following areas: Working with Text (Grades 3-8); Speculative Task (3-8), Expository Task (3-8, 11), Persuasive Task (11) and Interpreting Task (11).** In order to facilitate the district's continued movement toward infusing best practices for standards-based, balanced language arts literacy instruction and to meet the needs of students and staff as indicated by the needs assessment data, the following will take place:

- **Specific:** The district will provide experiences that deepen teacher understanding and application of content knowledge; current thinking of how children learn language; differentiation strategies to help students approach literacy in alternate, modified, and scaffold ways; and collaborative examination and analysis of student work on open response items as well as published work. In 2010-2011, Writing Workshop Residence training continued in grades 7 and 8; Writers Workshop training continued in the elementary and the middle grades; Teaching for Comprehension continued in grade 3; and Vocabulary Development continued in grades Kindergarten and grade 1. **In 2011-2012, grades K-2 teachers received professional development in Guided Reading, Comprehension Strategies, When Readers Struggle, Writing Workshop with our Youngest Writers, Assessments (Fountas & Pinnell Results, Administering Running Records, High Frequency words), Beginning Writing, and Genre Writing and the use of Rubrics. In 2011-2012, grades 3-5 teachers received professional development in the instructional components of the Reading and Writing Workshop Models. During this school year, teachers in grades 3-5 received professional development in the following areas; Reading Workshop and Being A Writer - coaching. In 2011-2012, grades 6-8 teachers received professional development in implementing the new core reading series. During this school year, teachers in grades 6-8 received professional development in the following areas; Holt McDougal Program Implementation, Addressing the needs of Struggling and Hard to Reach Readers, Coaching in middle grades literacy, Supporting ELL's in upper grades, Best Practices in Adolescent Literacy Writing and the Rowan Literacy Consortium in**

**grade 8. In 2011-2012, in grades 9-12, faculty-led action research projects continued. These action research projects focus on studying and implementing strategies to close the achievement gap in literacy.**

- **Measured:** Student progress will be measured through formative and summative assessments such as: READ180, Study Island, unit assessments, Learnia results, Fountas & Pinnell Benchmark Assessment, DIBELS, **High Frequency Word List**, report card grades, writing prompts (grades 3-8) and NJASK/HSPA/ACCESS scores.
- **Attainable:** Best practices for standards-based, balanced literacy instruction will be attained by in-service professional development on content knowledge and pedagogy; implementation of professional learning communities; articulation meetings; teacher collaborations; and grade-level meetings, modeling of lessons, and co-teaching experiences provided by administrators.
- **Results Based:** 10% increase in state assessment proficiency/advanced proficiency achievement. A 10% increase in state test data from 2008-2009 to 2009-2010 occurred for the total population in grades 7 and 11. A 10% increase in state test data from 2008-2009 to 2009-2010 occurred for the general population in grades 6, 7, 8 and 11. **A 10% increase in state test data from 2009-2010 to 2010-2011 occurred for the following grade levels: Grade 3 (LEP, Female, Black, Economically Disadvantaged); Grade 4 (Special Education, Female and Hispanic); Grade 5 (LEP and Male); Grade 6 (LEP, Female, Black); Grade 7 (LEP, Non-Economically Disadvantaged); Grade 8 (Special Education, LEP, Male and White) and Grade 11 (Special Education, LEP, Female, Non-Migrant, Black and Non-Economically Disadvantaged). The district is looking to increase state assessment proficiency and advanced proficiency achievement by 10% in 2011-2012.**
- **Time-bound:** by June 2012

## Mathematics

In 2008-2009, the mathematical data (NJASK 3-8 & HSPA) reveals that many students are in need of remediation in three critical areas: Geometry and Measurement; Data Analysis, Probability and Discrete Mathematics; and Problem Solving. In 2009-2010, the mathematical data (NJASK 3-8, Algebra I EOC & HSPA) reveals that many students are in need of remediation in three critical areas: Patterns and Algebra; Data Analysis, Probability and Discrete Mathematics; and Problem Solving. **In 2010-2011, the mathematical data (NJASK 3-8 & HSPA) revealed that many students are in need of remediation in Number and Numerical Operations (Grades 3-8), Data Analysis, Probability and Discrete Mathematics (Grades 3-8,11) and Geometry and Measurement (Grade 11).** In order to facilitate the district's continued movement toward infusing best practices for standards-based, mathematics instruction and to meet the needs of students and staff as indicated by the needs assessment data, the following will take place:

- **Specific:** The district will provide experiences that deepen teacher understanding and application of content knowledge; current thinking of how children learn language; differentiation strategies to help students approach math in alternate, modified, and scaffold ways; and collaborative examination and analysis of student work on open response items as well as published work. The Kindergarten math curriculum was revised in 2010. In 2010-2011, teachers were provided with content and program training, TI-Navigator training and the Accuplacer exam training. Both vertical and horizontal articulation has continued. The district has continued to participate in articulation meetings with the Cumberland County College and Cumberland County Curriculum Consortium. **In 2011-2012, all K-12 math curriculum guides were revised to reflect the 2010 CCSS. In 2011-2012, twenty teachers and three administrators attended the NCTM Conference, all K-12 teachers received training on understanding and implementing the CCSS in mathematics, grades 6 & 7 math teachers received training on implementing writing into the math classroom, grades**

**9-12 teachers received training on the use of the TINavigator and Smartboard and grades 1-6 received training on the Everyday Mathematics core program. The district has continued to participate in articulation meetings with the Cumberland County College and the County Curriculum Consortium.**

- **Measured:** Student progress will be measured through formative and summative assessments such as: Study Island, unit assessments, Learnia results, IXL reports, report card grades, and NJASK, Algebra I EOC, HSPA scores.
- **Attainable:** Best practices for standards-based, mathematics instruction will be attained by in-service professional development on content knowledge and pedagogy; implementation of professional learning communities; articulation meetings; teacher collaborations; and grade-level meetings, modeling of lessons, and co-teaching experiences provided by administrators.
- **Results Based:** 10% increase in state assessment proficiency/advanced proficiency achievement. A 10% increase in state test data from 2008-2009 to 2009-2010 occurred for the total population in grades 3 and 4. A 10% increase in state test data from 2008-2009 to 2009-2010 occurred for the general education population in grades 3, 4, 5, 7 and 11. **A 10% increase in state test data from 2009-2010 to 2010-2011 occurred for the grades: Grade 5 (Male), Grade 6 (Total, General Education, LEP, Female, White, Black, Economically Disadvantaged, Non- Economically Disadvantaged, Non-Migrant); Grade 7 (Black); Grade 8 (Total, General Education, LEP, Male, White, Black, Hispanic, Economically Disadvantaged, Non-Economically Disadvantaged, Non-Migrant) and Grade 11 (LEP, Female, Black, Hispanic, Non- Economically Disadvantaged). The district is looking to increase state assessment proficiency/advanced proficiency achievement by 10% in 2011-2012.**
- **Time-bound:** by June 2012

### 3. Alignment

The district's professional development plan aligns with the district's priority and systemic goals in that the focus of the strategies is on improvement of student achievement. This plan incorporates state, district, and school-level initiatives and programs for enhancing knowledge of content, encouraging the development of a variety of classroom based instructional strategies/assessments, and providing opportunities for integrating new lessons and instructional strategies through collaboration.

#### Plan alignment with Professional Development Standards for NJ Educators:

##### Context Standards:

- **Learning Communities:** All professional staff members are organized into learning communities
- **Leadership:** The district has created a culture that emphasizes professional development and shared leadership. Teachers are empowered to direct their own learning and contribute to the learning of their colleagues through collaborative activities and college courses.
- **Resources:** Teachers are given sufficient time and financial sources to ensure successful implementation of the PD plan every year. This includes: substitute teachers, in-service training days, advancement on the salary guide for graduate credit and reimbursement for graduate credits.

##### Process Standards:

- **Data Driven:** Teachers review student work and student achievement data to make decisions regarding professional development.

- **Research-based:** Professional development opportunities such as grade-level meetings, workshops, and college courses focus on research-based best practices.
- **Evaluation:** Numerous opportunities are in place to evaluate the program and adjust as needed. (Teacher input, student achievement data, curriculum evaluations)
- **Design:** Structures for professional development are differentiated and linked to the goal.
- **Learning:** Aspects of adult learning are considered in the development of staff development experiences.
- **Collaboration:** Teachers meet frequently as part of collaboration meetings, grade level or department meetings/teams, and school teams during the day and after school.

**Content Standards:**

- **Equity:** Professional development in the district supports the belief that all students can learn. Attention has been given to culturally responsive instructional strategies.
- **Quality Teaching:** Workshops and other opportunities are offered that focus on content knowledge, instructional strategies and formative assessments.
- **Family Involvement:** Professional development opportunities are provided to support the establishment of parent, family and community partnerships.

**Plan alignment with *The Eight Key Elements of High Quality Professional Development***

1. All activities are referenced to student learning.
2. Schools use data to make decisions about the content and type of activities that constitute professional development.
3. Professional development activities are based on research-validated practices.
4. Subject matter mastery for all teachers is a top priority.
5. There is a long-term plan that provides focused and ongoing professional development with time well allocated.
6. Professional development activities match the content that is being instructed.
7. All professional development activities are fully evaluated.
8. Professional development is aligned with state standards, assessment, and the local school curriculum.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

### 2

### D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? 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 core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

#### 1. Professional Development Structures and Processes

The district will implement professional development opportunities based on low state and district assessment scores, the number of new teachers/novice teachers, teacher content knowledge, teacher pedagogical knowledge and implementation of research-based strategies. The district currently offers and intends to provide the following professional learning opportunities during the **2011-2012** school year.

#### Job-Embedded Professional Learning

Job-embedded professional development at each school will occur during the common planning time period, monthly grade level meetings, department meetings, monthly vertical and horizontal articulation meetings, district articulation meetings, in-service days, as well as regularly scheduled administrator classroom visits. All K-8 teachers will meet for a full day at a minimum of four times (once per marking period) for collaboration. These collaboration meetings will be held with special education teachers, bilingual teachers, and general education teachers. During these times, teachers will analyze student work, benchmark assessments, interim reports, building level and district level assessments, share ideas, engage in professional reading, agree on common strategies, establish school goals and make any modifications to instructional practices to enhance student learning. Professional development will be conducted by school instructional leaders and other district support. School administrators will extend the teachers' repertoire of knowledge and pedagogical skills by providing demonstration lessons, professional conferencing, peer coaching, and content specific research-based instructional strategies to improve student achievement in the core content areas. In 2009-2010, the Bridgeton School District continued to provide professional development for administrators on McREL's "Balanced Leadership" & Power Walkthrough and Marzano's "Leadership that Works". In 2010-2011, the Bridgeton School District will provide professional development for administrators on McREL's "Power Walkthrough and Marzano's "The Art and Science of Teaching" and "The Highly Engaged Classroom". **In 2011-2012, administrators will receive professional development on "Meeting Students Where They Live: Motivation in Urban Schools" by Richard Curwin.**

### In-district Workshops

The district will continue the following professional learning opportunities for all teachers during the **2011-2012** school year.

- New Teacher Orientation – A two-day orientation held during the summer months for all new teachers.
- District-wide In-service Days – **Two** days are scheduled during the year.
- Schmoker Data Meetings – Monthly
- Novice Teacher Training (3 full days)
- Mentor Teachers Training

### Out-of-District conferences, university courses

Research substantiates the need for teachers to receive support upon receiving professional development opportunities to ensure that the skills, strategies and techniques will be retained, and utilized by the teachers to enhance instructional performance. The Bridgeton Board of Education affords the opportunity for teachers to attain graduate courses up to nine credits a year. Therefore, the school district supports job-embedded professional development and limits out-of-district professional learning, except for NJDOE-sponsored workshops related to assessment, coaching, literacy, mathematics, science, early childhood program implementation and programs using district instructional materials.

## **2. Key Curriculum Areas of Focus**

### Data Analysis

All schools report that there will continue to be an emphasis on detailed analysis of the state and district assessments (i.e. NJASK3-8, Algebra I EOC, ACCESS, DIBELS, Fountas & Pinnell Benchmark Assessment, **High Frequency Word List**, and HSPA). Students in grades K-8 will have their performance analyzed through running records. Students taught in READ180 will have their instruction differentiated through the Scholastic Reading Inventory as well as the *rSkills* tests. All schools indicate there will be grade-specific collaborative meetings for teachers (including bilingual education and special education) to determine areas of concern and specific instructional strategies to increase student performance. All schools report that there will be continued emphasis on:

### Language Arts

- Using Nonlinguistic Representations
- Implementing Writing Strategies Across the Curriculum
- Implementing Running Records and Fountas and Pinnell Benchmark Assessment System
- Implementing Literacy Circles, Grades 5-8
- Implementing Literacy Learning Centers, Grades K-4
- Implementing Guided Reading Strategies
- Using Holistic Scoring
- Using Data to Guide Instruction
- Differentiating Instruction
- Increasing Rigor in Reading and Writing

### Mathematics

- Using Nonlinguistic Representations
- Implementing Cooperative Learning
- Using Graphing Calculators and Math Software (**IXL.com and TINavigator System**)
- Implementing Learning Centers
- Developing, Understanding and Teaching Open-ended Questions and **Writing in the Math Classroom**
- Implementing a Variety of Questioning Techniques that Use Higher Order Thinking Skills
- Using Data to Guide Instruction

### 3-5. District Support

**The district will support the diversity of school professional development goals by addressing the professional learning gaps specific to the needs of each school.**

The Broad Street School has the largest elementary teaching staff in our district and is a Year-9 school. At the Broad Street School, *Regie Routman in Residence*, a thirteen session program designed to improve writing for audience and purpose was provided for seventh and eighth grade LAL, bilingual and special education teachers. *Regie Routman in Residence* has been expanded to include all seventh and eighth grade LAL teachers in the district. **In 2011-2012, the Regie Routman in Residency has been completed and the strategies continue to be implemented.**

**In 2011-2012, the LLTeach coaching model was reinstated and provided training to the math teachers at the Broad Street School, Cherry Street School and the Indian Avenue School. This coaching model includes a pre-conference and post-conference to the demonstration lesson, co-teach lesson and critique lesson.**

In 2009-2010 the Cherry Street School and the Broad Street School both under CAPA reviews are part of the LAL Consortium. In 2010-2011, all assistant principals from the Buckshutem School, Cherry Street School and the Broad Street School attended the LAL Consortium. **In 2011-2012, all schools have representatives who will participate in the literacy consortium. A cadre of LAL teachers has been selected to participate in the Major Speakers portion of the Literacy Consortium program. These teachers will assist in improving instruction in LAL at the classroom level and providing a vehicle for sharing best instructional practices.** This consortium is a partnership with Rowan University. The knowledge gained at these workshops was turn-keyed by the team for the staff in both school year 2009-2010 and 2010-2011.

At the Indian Avenue School and Cherry Street School, staff members will continue to receive professional development in Positive Behavior Support in Schools (PBSIS). PBSIS is a data driven, tiered system of positive behavior support to address these challenges. Based on a national model of positive behavior support, the New Jersey Department of Education, Office of Special Education Programs in collaboration with The Elizabeth M. Boggs Center, UMDNJ – Robert Wood Johnson Medical School is providing training and technical assistance for developing and implementing the three tiered intervention approach of PBSIS. This approach will continue to assist the school with building the capacity for inclusion of students with disabilities and challenging behaviors within general education settings. **In 2011-2012, PBSIS program was expanded to include the Bridgeton High School, Broad Street School and Buckshutem Road School.**

In 2010-2011, the sixth grade students at Quarter Mile Lane, Indian Avenue and Cherry Street schools implemented Teaching and Learning with Essential New Technologies in the 21st Century (TALENT21) grant. This grant prepares students with the knowledge and skills essential for the digital age and for college and career readiness. Intensive professional development for teachers and administrators will assist with the effective integration of technology and the 21<sup>st</sup> century skills and themes across the content areas, along with the development of a sustainability plan that extends beyond the grant period. **In 2011-2012, this grant was extended to include the seventh grade students in the Cherry Street School, Indian Avenue School and the Quarter Mile Lane School.**

In 2009-2010, PK3 and PK4 staff members were provided with professional development in Positive Behavioral Support (PBS). PBS is an empirically validated, function-based approach to help eliminate challenging behaviors and replace them with pro-social skills. In 2010-2011 and **2011-2012**, the PBS strategies will continue to be implemented.

In 2009-2010, the BHS staff members were trained on implementing the Bert Simmons' *Successful Behavior Management Strategies*. These strategies establish a safe and orderly environment in the classroom and a school-wide discipline plan to address negative behavior, increases learning time,

develops positive relationships and teaches students responsibility. Reduction of disruptions in the classroom, increased student on-task behavior, fewer referrals to the office, and more administrative time for instructional leadership are all direct benefits. In 2010-2011 **and 2011-2012**, these strategies continue to be implemented **in conjunction with the PBSIS initiative.**

In 2010-2011, all BHS staff members received professional development on “Responding to the Early Warning Indicators” (of student drop-out) by the TDHS providers. This professional development included identifying students who are at high risk of dropping out of school and implementing intervention strategies in improving student attendance, behavior and course passing rates. **In 2011-2012, TDHS provided training to the high school academy leadership teams with a focus on Developing Resiliency in Staff and Students. This training expanded previous learning related to Responding to Early Warning Indicators. Academy leaders have integrated components of the Resiliency training into professional learning activities during extended day academy meetings to benefit the entire staff.**

In 2009-2010, Bridgeton High School (BHS) has partnered with FEA/NJASCD/Kean College in their “Putting It Together” Program. BHS chose three components of their four-part comprehensive process to assist them in their efforts: the Instructional Core, Blueprints and Assessment. The modules have a positive impact on raising teacher expectations, utilizing instructional strategies and providing meaningful feedback that will raise the rigor in all content areas. The Blueprints component helps teachers to develop effective instructional strategies to assist struggling students “learn how to learn” behaviorally and academically. In 2010-2011, BHS continued to provide professional development on implementing “Blueprints” to an additional cohort of teachers and coaching assistance to previously trained teachers to support classroom implementation of the instructional strategies. **In 2011-2012, a third cohort will be trained and receive classroom embedded coaching support.**

In 2010-2011, two BHS mathematics teachers attended professional development on implementing the TI-Nspire Navigator system in their classroom. The TI-Nspire Navigator system creates a powerful connection between the students’ graphing calculator and the teacher’s classroom computer utilizing a wireless networking system. **In 2012, fourteen BHS math teachers attended three days of professional development on implementing the TI-Nspire Navigator system. Also in 2011-2012, twenty teachers and three administrators attended the NCTM conference. In addition, grades 1-6 teachers who were new or newly reassigned received professional development on the implementation of the Everyday Mathematics program. The sixth & seventh grade teachers received professional development on incorporating writing into the math classroom. All K-12 math teachers received professional development on the new 2010 Common Core State Standards of Mathematics.**

In 2010-2011, the BHS science teachers attended the NJ DOE workshop on “9-12 Science Standards” (Module A) and the workshop titled “High School Biology Curriculum Development”. The knowledge gained at these workshops has provided an in-depth knowledge on curriculum revising and understanding the newly adopted standards. Also in 2010-2011, seven K-12 science teachers attended the 34<sup>th</sup> Annual NJ Science Convention. The NJ Science Convention is co-sponsored by the New Jersey Science Teachers Association and the New Jersey Science Education Leadership Association and had up to one hundred sessions of interest to all levels and disciplines in science. In 2011-2012, all K-12 science curriculum guides were revised to the NJCCSS. **In 2011-2012, six BHS science teachers attended two days of professional development at the 35<sup>th</sup> Annual NJ Science Convention. Also in 2011-2012, six high school teachers received training on the use of Vernier probes in the science classroom. As for the K-8 teachers, grade 3 teachers received professional development on the Space kit, Chemical Test kit and Rocks and Minerals kit; grade 4 teachers received professional development on the Human Body kit and the Magnetism and Electricity kit; grade 5 teachers received professional development on the Microworlds kit and Ecosystem kit; grade 6 teachers received professional development on the Diversity of Life kit; grade 7 teachers received professional development on the Catastrophic Events kit; and grade 8 teachers received professional development on the Energy, Machines and Motion kit.**

**6. Communicated Plan**

The district professional development plan will be shared with administrators, building staff members, parents and community members through different communication modes. The professional development plan will be discussed at monthly administrative council meetings for districts administrators. The details of the plan will be explained to staff members and clarifications will be addressed at on-going building level meetings and professional development trainings. In addition, curriculum newsletters/emails will keep staff informed of district professional development opportunities as well as research based data on effective instruction. Parents and community members can access the district professional development plan on the district website.

**7. Connection Between Student Learning Goals and Professional Development Goals**

As our district creates a culture that emphasizes professional development and collaboration, teachers will continue to move forward towards achieving mastery of their subject-matter content standards and pedagogical skills. The collaborative learning opportunities will help school communities reach not only their goals, but the learning goals of a diverse student population.

# District Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

### 2

### 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 district-wide 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?

#### Professional Development Opportunities

1. There are numerous comprehensive and on-going opportunities for teachers to participate in professional development during the course of the year in workshops, committees, and collaborative team meetings. In addition, the following enumerates other opportunities for faculty that include:
  - Common planning time for all staff
  - District wide and school level vertical and horizontal grade level and articulation meetings (including general, special and bilingual education)
  - **Two** full day district-wide in-service days
  - Monthly Schmoker Data Driven Meetings
  - School Leadership Council and ECAC Meetings
  - Analysis of common assessments across the grades
  - Curriculum Development
  - Peer Observation
  - Power Walk Throughs
  - Professional Learning Communities
  - District wide Prekindergarten/Kindergarten articulation & classroom visitations
  - District wide articulation meetings
  - District & School Professional Development Committee
  - District wide trainings in LAL, **science** and mathematics
  - District wide & School Literacy Team meetings
  - **Contracted services ie.** TDHS, READ180 & Study Island, Pearson-Work Sampling Systems Online, **LLTeach, McGraw Hill – Everyday Mathematics, Carolina Biological (Science), Delta Education (Science) FEA/NJASCD/Kean University - Blueprints, Harcourt-Storytown, Developmental Studies Center - Being a Writer, Third Sector New England - Tools of the Mind, Holt/McDougal (Literacy), Scholastic-READ180/System 44 and Heinemann (Literacy)**
  - Site licenses for Tools of the Mind and Pearson-Work Sampling Systems Online
  - Partnership with Rowan University (LAL Consortium)
  - Partnership with Cumberland County College (Bridge Program)
  - Partnership with EIRC
  - Participation in Cumberland County Curriculum Consortium

- Articulation between BHS/HOPE and Cumberland County College
- Action research projects
- Participation in curriculum writing projects
- Formal Novice/Mentor Teacher Training Program
- Model lessons provided by administrators

## 2. Identification of Resources

The district uses a variety of revenues to support professional development activities.

Included in these sources are funding from local funds and monies from federal grants. No Child Left Behind funds support professional development activities as a primary activity. **In 2010-2011, three schools received SIA and SIAg funds that support professional development. In 2011-2012, four schools received SIA funds that support professional development.** Stipends are also used to pay teachers to write/ revise curriculum, to provide turnkey training, to pay substitute teachers to allow teachers to attend out of district professional development workshops, to observe peers or to provide model lessons. Administrators provide information and guidance regarding a range of effective and innovative educational practices through various avenues such as: individual discussions (informal and formal), coaching sessions, demonstration lessons with pre- and post-discussion/analysis, study groups, staff meetings, professional development and/or in-service training programs, workshops, assisting building and classroom level educators in implementing challenging and rigorous curriculum-based New Jersey Core Curriculum Content Standards and **Common Core State Standards** using student work and assessment results as rationales and evidence to assist teachers in making decisions and instructional activities. In 2010-2011, the district has abolished the math and LAL coach positions due to budget restraints. **In 2010-2011 and 2011-2012, NCLB/ESEA funds allow the district to provide trainers and consultants from national, state or local organizations to provide training to staff.** Finally, the district provides staff tuition reimbursement of up to nine credits per year for graduate courses that are in the educational field or related to the employee's work.

The resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners include site licenses and contracted services, administrative Power Walkthrough, and dedicated professional development days.

## 3. Engaging All Stakeholders

Collaborative professional learning provides the most effective and efficient vehicle for realizing maximum benefit from the people within the school district. Schools realize the additional benefit of employing the team concept to reduce the isolation of teachers, parents and community members from each other, a known phenomenon that contributes to dysfunctional schools.

The district will engage all stakeholders in the support of collaborative professional learning through the following actions:

- Providing numerous opportunities for the grade/departmental level teams to share information
- Providing numerous opportunities for parents and community members to become involved in the decision-making process
- Providing in-service training in the identified areas of need
- Ensuring resources are available to meet the team needs (facilitation, research, technology, time, etc.)
- Ensuring that professional development is aligned to system goals, programs and initiatives
- Developing norms that support the commitment to learning
- Focusing on student learning through a continuous cycle of inquiry, reflection, planning, application, and improvement
- Determining team learning needs based on data and supported by research, tools, consultants and leadership
- Reducing isolation of staff members, parents and community members in the school district and improve communication
- Encouraging individual teachers to apply new concepts acquired through professional learning collaboration

- Collaborating with principals to promote successful practices by encouraging cross-school collaboration
- Providing school leadership with professional development to increase content knowledge and pedagogy in support of their roles as instructional leaders

# School Level Professional Development Planning Template

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

### 2

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

Provide your responses to the following questions:

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?

#### 1. Knowledge, Skills, Behaviors

**Professional Development for the Bridgeton staff is ongoing and job-embedded in all the components of the NJDOE-CCCS. As a result of the 2011-2012 Professional Development Plan, the staff will focus on the following priority areas to improve student achievement:**

- Knowledge of how to use data to drive teacher instruction for optimal student achievement
- Knowledge of the variability among children, in terms of culturally responsive teaching methods and strategies that may be required, including teaching English Language Learners (ELL), children from various economic and regional contexts, and children with identified disabilities
- Knowledge of assessment procedures such as: Fountas and Pinnell, DIBELS, ACCESS, Work Sampling System Online, SRI and Learnia

Evidence that will indicate staff has learned new skills will be monitored through:

- Classroom visits
- Formal/Informal Observations by Administrator
- Peer to Peer Observations and Feedback
- Power Walkthroughs
- Assessment Data
- Workshop evaluation forms

#### 2. Student Data

The following are job-embedded methods for collecting, analyzing and interpreting student data to determine if the educator's knowledge has impacted student learning.

- DIBELS in Grades K-2
- NJ ASK in Grades 3-8
- NJPASS 9 & 10

- HSPA
- Pre & Post Writing Prompts in Grades 3-8
- **High Frequency Word List in Grades K-2**
- **Pre & Post Gates-MacGinnitie Reading Level Assessment in Grades 9-11**
- **Grade K baseline, mid-year and end-of-year math assessments**
- **SRI/SPI for READ180/System 44**
- ACCESS
- Work Sampling System Online in PK3 & PK4
- Grade Distribution Sheets
- District Benchmark Assessments
- Running Records
- **IXL reports (Grades K-8 math)**
- LEARNIA data in Grades 3-8
- Fountas and Pinnell Benchmark Assessment in Grades K-8
- Report Card Grades
- Holistic scoring guide

### 3. Additional Data

Evaluation of the plan has multiple components. One aspect of evaluation is student performance/achievement outcomes. These outcomes may be observed through observations of students and by evaluating the student performance in the classroom and analysis of student achievement on standardized assessments. Also included in this area would be the review of teacher lesson plans, classroom observations, workshop evaluation forms, curriculum revisions, collaborative meetings, surveys and relevant student data from ancillary sources, such as **IXL** and Study Island.

### 4. Job-embedded Professional Development

Job-embedded professional development at each school will occur during the common planning time period, monthly grade level meetings, department meetings, monthly vertical and horizontal articulation meetings, district articulation meetings, **contracted coaching services**, in-service days as well as regularly scheduled administrator classroom visits. These professional development opportunities will also include all staff. During these times teachers will analyze student work, benchmark assessments, interim reports, building level and district level assessments, share ideas, engage in professional reading, agree on common strategies, establish school goals and make any modifications to instructional practices to enhance student learning. Professional development will be conducted by school instructional leaders who have been trained to support teachers in disaggregating and analyzing data to make sound instructional decisions. School-building administrators and **contracted services** will extend the teachers' repertoire of knowledge and pedagogical skills by providing demonstration lessons, professional conferencing, peer coaching, and content specific research-based instructional strategies to improve student achievement in the core content areas. The Bridgeton School District will continue to provide professional development for administrators on McREL's "Power Walkthroughs". In 2010-2011, the Bridgeton School District provided professional development for administrators on Marzano's "The Art and Science of Teaching", "The Highly Engaged Classroom". **In 2011-2012, the Bridgeton School District provided professional development for administrators on "Meeting Students Where They Live: Motivation in Urban Schools" by Richard Curwin.**

Evidence to support job-embedded professional development will include but not be limited to: surveys, agenda/minutes, teacher observations, funding for substitutes and evaluation forms.

The district supports the development of professional learning communities for teaching staff members that provide collegial support, job-embedded learning, and coaching to enhance professional practice. District and school professional development provides support and follow-up, such as instructional and content-based coaching or classroom visitations.

## 5. Evaluation of Plan

- How might you consider holding focus groups to get teacher input on needed professional learning?

Focus groups would be implemented during common planning times, grade level meetings, faculty meetings, monthly School Leadership Meeting and District Supervisors/Directors meetings in efforts to retrieve teacher input on needed professional learning.

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

Surveys will be collected online, verbally, in written form, in person, via phone or mail.

- 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?

To determine the usefulness of past professional learning that might be repeated for other staff, several sources will be considered, including the following: surveys will be counted and summarized, Data Driven meetings (Schmoker Model) results will be counted and summarized, Professional Growth Plans will be reviewed individually, as will Teacher Observations, and Workshop and In-service evaluations will be summarized and followed up on through administrative walkthroughs, monitoring of lesson plans, and formal and informal observations.

## School Level Professional Development Planning Template

### SECTION PLAN SUMMARY FOR DISTRICT PLAN

3

**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.