TEMPLATE FOR
SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2010 -2012

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

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
A. Reflection

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

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

At Oakwood Avenue School, job-embedded professional development and training sessions during staff meetings have been most successful. The opportunity for teachers to watch modeled lessons and then debrief on the strategies and best practices that they can implement in their own classrooms have increased the quality of instruction across grade levels. These sessions have allowed teachers to feel more comfortable in using the new programs, as well as sharing their successes and challenges, resulting in a professional learning community where teachers collaborate. Additionally, training provided during staff meetings have allowed all teachers across grade levels and content areas to share and discuss best practices and strategies. Teachers have also had the opportunity to receive immediate feedback from their peers and coaches in order to make improvements in their planning and instruction.

Master teachers of language arts, math and science continue to work closely with teachers to improve content knowledge and provide support on the current or new programs (i.e. Journey's, Read 180/System 44, Everyday Math, Connected Math, CPO and FOSS).

Documentation of the success of a particular session is evident through teacher surveys, and student benchmarks, specifically Study Island and student portfolios. As our professional learning community continues to emerge, our teachers are more comfortable in providing honest and critical feedback, improving the overall effectiveness of the workshop, while addressing the needs of our students and/or need for content knowledge.

All professional learning has been aligned to the district goals in improving instruction and student achievement in the areas of literacy, math and science, specifically incorporating improving student discourse and beginning to implement the Common Core State Standards (CCSS). In literacy, sessions on analyzing text, portfolios, writer's workshop and guided reading all align to the new Journeys program, as well the CCSS. In math, sessions on lesson planning with a focus on teaching operations ie. Common Core: 8 Mathematical Practices and algebraic thinking align to the new Everyday Math Program, and the

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CCCS. In Science, continuous support and lesson planning on using FOSS and CPO kits is provided. Both programs are aligned to the CCSS.

Losing instructional time for professional development is always a challenge. Moving forward, although we will continue to work with several teachers at a time using the fishbowl approach, we will also implement peer classroom visitations across grade levels and content areas utilizing common planning time and staff meetings.

Another challenge is the number of assessments given throughout the school year. Since this cannot be changed, we will obtain professional development in using the data more effectively to improve instruction. Data is collected from Study Island, Model Curriculum Unit Assessments, district walkthroughs, portfolios, and report cards.

School Level Professional Development Planning Template

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
B. Needs Assessment

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

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

Student achievement includes the whole student - academically and socially. Oakwood Avenue School engages the student in school work, helping them to understand the connection between effort and outcome. The student's achievement includes a steady improvement in both academic grades, growth in individual student responsibility for his or her education, and an increased sense of social responsibility and maturity. These criteria for student achievement are evidenced not only on standardized test scores, but in student portfolios, writing samples, academic and social growth indicators on report cards, and participation in both academic and service oriented after-school clubs and Winter/Spring Academies.

Oakwood Avenue School's NJASK review covers all three priority areas (Language Arts, Mathematics, and Science). Test data is gathered and analyzed when it is received, then presented to the staff during a regularly scheduled staff meeting. The information is used to prioritize and inform our instructional planning.

The professional learning needs of the staff are identified through multiple sources:
- Benchmark assessments such as Study Island and district writing tasks
- Formal teacher surveys
- Minutes from PTO meetings, student council meetings and Sisterhood/Brotherhood, and teacher meetings including common planning time meetings, staff meetings, SSST/I & RS, and SLC.
- Informal feedback received from teachers through coaches

Based on the results of the Professional Development Needs Survey and the NJDOE PD survey, continued support is needed in the following areas:

o The Common Core Standards, differentiated instruction, cooperative learning groups, breaking down the block/learning centers, guided reading, Journeys, Everyday Math, the instructional 3 part objective, co-teaching, Marzano's instructional strategies and student created authentic assessments.

The school committee is using school based performance and other data to drive the professional development needs of the students, the staff, as well as the school community. The teachers collaborate with colleagues to give and receive help, and use reflective practice and professional development standards to set goals for their professional development plans. Teachers engage in activities to make the entire school a productive learning climate through participation in collegial activities.

School Level Professional Development Planning Template

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
C. Professional Development Goals for the School

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

Our district goals learning are:
   • Co-Teaching (LEP/Spec Ed)
   • Common Core Integration
   • PARCC test format
   • Argumentative Writing / Writers Workshop
   • Text Complexity
   • Mandated NJ DOE (on district website)
   • Mathematical Reasoning
   • Research Skills

Our student learning goals include to:

   • Establish a positive environment for students, parents, teachers and all staff
   • Increase the percentage of students scoring at the proficient and advanced proficient levels on state assessments, as well as district benchmarks at least 10%
   • Infuse technology into teacher instruction therefore enhancing learning through the use of software or tools such as smartboards, mimios, quizdom, Microsoft Office, and Study Island
   • Increase student performance in writing utilizing the writing process, comprehension strategies, vocabulary, checklists, rubric scoring and portfolio assessments.

Our professional development SMART goals are:

   • 100% of our teachers will implement the CCSS into their lesson plans by May 2013.
   • At least 85% of our teachers will implement at least 2 research based strategies across their team or SLC to improve the students level of proficiency on the NJASK by 10%
   • 100% of our core content teachers will use data to drive their instruction as evidenced by the use of data walls in their classroom.
   • All classrooms will infuse technology daily into their lessons via Study Island, internet research, learning stations, or other software, and utilizing Mimios, Quizdom, or Smartboard tools.

All goals will be met by the end of May 2013.

The PD goals directly support the school goals of positive student learning, meeting benchmark assessments, infusing technology throughout the curriculum, and improving both writing and comprehension skills. The information will be data-driven through state, district and building assessments, professional surveys, and evaluations for professional development programs. In addition to data collection and analysis, professional learning communities and collegial sharing, instructional rounds and building-level walkthroughs will have enhanced student achievement.

School Level Professional Development Planning Template

SECTION 2 BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
D. School Professional Development Opportunities

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

The professional development structures include:

> Grade Level Meetings, SLC Common Planning Interdisciplinary Meetings, Content workshops for Math, Science and Language Arts, as well as coaching sessions, including planning, teaching and debriefing. When teachers meet, the focus will be looking at student work, utilizing the tuning protocol. This protocol will support reviews of individual student work within a diverse population to help all learners (including, Haitian-Creole and Spanish speaking students, special education students, at–risk and gifted and talented).

> Oakwood Avenue School, through the Orange School District will continue its partnerships with the following consultant/universities for professional learning:

> Lucy West – Metamorphosis

Master teachers will continue collaborating with grade level teachers to plan, co-teach, model, create or implement thematic units within the middle grades, and collaborating during SLC meetings.

Our professional development will focus on the following key Common Core Standards in Language Arts: Key Ideas and Details in Reading, Craft and Structure in Reading, Integration of Knowledge and Ideas in Reading, as well as the Production and Distribution in Writing, and Craft and Structure. In Math: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

The connection between student learning goals and the professional development can be evidenced in the established school wide programs that correlate directly to the NJCCCS and CCSS as delineated in the professional learning plan as well as classroom activities such as guided reading, learning centers, FOSS, CPO Science, Connected Math, Everyday Math, Journeys and the 6+1 Traits of Writing.

The professional development plan will be communicated through grade level meetings, staff meetings, vertical articulation meetings and the School Management Team (SMT).

School Level Professional Development Planning Template

SECTION 2 — BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

E. Professional Development Resources

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

A substantial portion of Oakwood Avenue School's professional learning takes place within job-embedded structures, i.e. common planning, peer coaching, grade-level meetings, peer visitations, outside consultants and partnerships and team meetings. Additionally, professional development sessions are scheduled within after-school staff meetings. Staff meetings are set up after school between primary teachers to collaborative professional learning opportunities regarding Journey's reading program, Everyday math, and Connected math. Small Learning Communities meet to strengthen professional learning through thematic planning, modeling of research-based strategies and utilizing Master Teachers. All of these activities take place within the school building and do not remove the teachers from their classrooms during instructional time.

Due to budgetary constraints, funding for consultants and professional development is usually sought from the district level through the Supervisor of Funded Programs and through Curriculum and Instruction.

There are at least two professional development days scheduled into the district calendar each school year. Additionally, there are opportunities throughout the year for staff members to attend off-site workshops if they so choose, utilizing a professional day for this purpose. Summer workshops are often offered through universities and independent providers as well.

School Level Professional Development Planning Template

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

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

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

It is the goal of Oakwood Avenue School to provide its educators with the necessary professional development opportunities in order to implement best instructional practices in the classroom, as well as increase student achievement in all content areas. This year, one major focus is to ensure that educators are provided with training on the correlation of the NJCCCS to the CCSS. Through multiple opportunities, educators will be better equipped to implement instructional strategies for the benefit of their students, and to continue to strive to meet the AYP in all content areas.

On-going assessment and evaluation of the PD plan will include:

> An increase in content knowledge, pedagogy, and utilization of technology evidenced in lesson plans, collaborative sessions, workshop evaluations and during district and building walkthroughs.

The student data that will be used to determine how these knowledge, skills, and behaviors impact student learning are formative and summative in nature (portfolio assessments and teacher-made tests.) The master teachers provide in-service to teachers on examining student data, increasing student discourse and understanding, and other strategies on improving instruction. The master teachers are also involved in content coaching in which they collaboratively plan meaningful lessons with teachers, co-teach and study student learning in the classroom, and debrief on the lesson with the teacher. The master teacher focuses on specific strategies with the teachers to improve student learning, or may ask a teacher to collaborate with another teacher to share something that they have mastered.

Monthly progress monitoring, pre- and post- data reviews, and peer reviews of student work incorporating the use of rubrics, portfolios, and project-based learning.

There will be an increase in peer visitation and across grade levels, providing opportunities for academic support and implementation of best practices.   This can be evidenced through sign-up sheets, development of partnerships, and teacher created videos.

At the beginning of each school year, after building wide pre-tests are administered, teachers will meet at grade level meetings and common planning times to analyze and reflect on the current needs of the students, establish specific goals to address the deficits, and then determine the specific content and/or strategies that need to be included in their instruction. Once that is determined the teachers will be able to identify the specific needs to be supported in their training, which will also reflect the district and school's goals. In addition, the administration will conduct surveys on the professional needs of the staff, as well

as content specific surveys related to school climate, professional development, and professional learning to determine the most appropriate PD that is needed. Once the PD is completed a mean average will be established for each category using 5 to 1 rating that critiques the PD experience and the value to the participant. The overall ratings will drive the plans for future PD. These evaluations reflect the goals, the content, the trainer, the relevancy, and the opportunities to participate in a professional manner. As part of our process aligned with the Comer model, in order to reach consensus, Master Teachers, and guidance counselors will meet with the General Education, Special Education, and Bilingual/ESL staff to complete the surveys and review the summary of results with each teacher.

School Level Professional Development Planning Template

SECTION 3 SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

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.

1) Professional development will continue to foster improvements in student learning and teacher instruction. Job-embedded training, content coaching, in district workshops, out-of-district conferences, memberships in learning organizations, and professional collaboration during common planning time, grade level, I&RS, SLC, and staff meetings are the ways in which Oakwood Avenue School will increase academic discourse amongst teachers, and thereby improve student learning.

2) The school's level of achievement is measured by various methods of assessment which include norm referenced measurement, portfolios, projected based learning, teacher observation, and state established rubrics. In reflecting on the needs based on the measures administered, it is determined that the learning needs to focus on problem solving and higher order thinking in math, language arts, and science, as well as academic language development that would enhance their comprehension, written fluency, and language discourse.

3) The professional development goals connected to the student learning goals include establishing professional learning communities, facilitate the utilization of research based strategies, implement job embedded PD reflecting data driven instruction, expand teacher knowledge in the content areas and the increased utilization of technology.

4) Professional development and the implementation of these goals will occur at grade-level meetings and common planning time, faculty meetings, job-embedded training (with peer visitations and coaching), district-wide professional development, and via outside consultants and collaborative partnerships. In addition, district-mandated programs and support such as Journeys, Everyday Math and Connected Mathematics, and Metamorphosis will be used to provide professional learning opportunities.

5) Professional development resources will include (but are not limited to) Orange Board of Education, Rutgers University, USDOE, Seton Hall University, and Montclair State University will align practices to a focus on instructional strategies and academic best practices. These resources will ensure that professional learning is ongoing.

6) The goals for evaluation of our professional development are: to determine if the program goals met the effectiveness of the presentation, the engagement of the program, and the appropriateness of the program. In addition, job-embedded professional learning opportunities will be structured by Master Teachers, the Technology Coordinator, and administration.