

## South Plainfield Public Schools District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
South Plainfield Public Schools	Mr. Thomas Gialanella	July 2015- June 2016

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
<b>1</b>	<p>Increase levels of student achievement through student-centered classrooms including:</p> <ul style="list-style-type: none"> <li>● infusion of student use of technology</li> <li>● higher levels of discussion &amp; questioning techniques</li> <li>● project-based &amp; center-based learning</li> <li>● Deepening &amp; expanding the use and alignment of CCSS (including Literacy across the curriculum, specifically writing)</li> </ul> <p style="text-align: center;"><i>( Strategic Plan goal 1 &amp; 3)</i></p>	teachers, principals, supervisors, directors, assistant superintendent	<ul style="list-style-type: none"> <li>● School-wide Progress Targets missed at 3 of the 7 schools for ELA and math and 1 of the 7 schools for only ELA.</li> <li>● Analysis of State data showing low or no percent of students in the area of advanced proficiency in literacy.</li> <li>● Teachscape observation reports show majority of teachers fall in a 3 or lower for student engagement &amp; discussion and questioning techniques.</li> <li>● Teachscape data indicates that 2.53% of teachers observed were partially effective and 0.48% were ineffective in Question &amp; Discussion Techniques, while Engaging Students showed scores of 2.53% partially effective (0.0% scored ineffective)</li> <li>● PD Survey indicated 45.6% of teachers wanted to learn more about PBL.</li> </ul>
<b>2</b>	Increase student achievement through building capacity of teachers to engage in continuous growth by using job-embedded professional development and collaborative PLC best practices.	teachers, principals, supervisors, directors, assistant superintendent	<ul style="list-style-type: none"> <li>● Research shows most effective form for professional growth is through PLCs.</li> <li>● 6A:9C-3.2d (As noted under “Definition of Professional Development for Teaching Staff Members and School Leaders, 2014)</li> <li>● PD Survey indicated 58.9% of teachers wanted to know about conducting professional development within PLC’s.</li> </ul>

	<i>( Strategic Plan goal 4)</i>		
<b>3</b>	<p>Increase student achievement through meeting the needs of individual learners in a classroom through strengthening:</p> <ul style="list-style-type: none"> <li>● Classroom instruction (build toolbox of strategies for diverse learners)</li> <li>● I &amp;RS for teacher support</li> <li>● In class support (special ed and basic skills)</li> </ul> <p style="text-align: center;"><i>(District Goal 2 &amp; tied to PL goal 1)</i></p>	teachers, principals, supervisors, directors, assistant superintendent	<ul style="list-style-type: none"> <li>● Based on best practice recommendations.</li> <li>● Observations of in-class support relationships.</li> <li>● All educators need to feel a strong sense of shared responsibility for all students.</li> <li>● PD survey indicated 75.7% wanted to know more about effective strategies for struggling general education students.</li> </ul>
<b>4</b>	<p>Increase student achievement &amp; Progress Targets met through:</p> <ul style="list-style-type: none"> <li>● Common assessments</li> <li>● Expanding the use of data analysis including the Linkit data analysis system to goal set and monitor progress while preparing for PARCC.</li> </ul> <p style="text-align: center;"><i>(District Goal 1 &amp; Strategic Plan goal)</i></p>	teachers, principals, supervisors, directors, assistant superintendent	<ul style="list-style-type: none"> <li>● School level Progress Target reports including subgroups that missed targets.</li> <li>● District-wide assessment analysis showed limited literacy skills being tested across the content areas.</li> <li>● 25% of the teachers on the PD Survey indicated wanting to know more about common formative assessments.</li> <li>● 53.9% wanted to know more about the PARCC assessment</li> <li>● 26.9% wanted to know more about how to analyze student work.</li> <li>● Need to continue development of common assessments tied to the CCSS &amp; curriculum.</li> </ul>

## 2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>● Technology coaches will provide assistance and school level trainings on technology integration.</li> <li>● Teachers and school-based collaborative teams will view and reflect on videos of exemplary practice of student-centered classrooms, i.e. TedTalks, in-house video of master teachers, etc. (PLCs).</li> </ul>	<ul style="list-style-type: none"> <li>● Continued support of initial activities.</li> </ul>

	<ul style="list-style-type: none"> <li>● Literacy coaches, supervisors, directors, and principals will offer support through the year including demo lessons, videos &amp; articles related to a student-centered classroom.</li> <li>● Continue with peer lab classes at the elementary level for the purpose of growth and learning in balanced literacy.</li> <li>● Expand peer lab classes into the middle school and high school.</li> </ul>	
2	<ul style="list-style-type: none"> <li>● Principals will provide teachers with support as outlined in each respective school's PDP.</li> <li>● Principals will create a schedule with dedicated time for PLCs, while setting the expectation of effective PLCs with their staff during the September PD training days.</li> <li>● Supervisors will schedule &amp; facilitate at least 3 cross grade/content PLC articulation meetings.</li> <li>● Principals will form PLCs based on levels to review data and topics related to their schools &amp; levels (elementary &amp; Grant/ MS &amp; HS).</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers and school-based collaborative teams will view and reflect on videos of exemplary practices of PLCs.</li> <li>● SciP /DEAC &amp; administration training on effective PLCs.</li> <li>● PLC focus topics will be provided in regards to CCS, Literacy across the curriculum, PARCC, &amp; student-centered instruction.</li> </ul>
3	<ul style="list-style-type: none"> <li>● Supervisor will communicate expectations for collaboration.</li> <li>● Provide training for all in-class support staff.</li> <li>● Use a fishbowl training approach to assist teachers in seeing an effective inclass support model.</li> </ul>	<ul style="list-style-type: none"> <li>● Continued support of initial activities.</li> </ul>
4	<ul style="list-style-type: none"> <li>● Linkit training for Grant &amp; Elementary teachers including use of online testing, scan sheets, &amp; data analysis.</li> <li>● Team consisting of teachers and administrators to attend Link-it New Jersey Summer Data Forward Institute to review how to analyze and use student data.</li> <li>● Summer assessment writing in areas identified as a need based on the assessment analysis.</li> <li>● Continued training of SciPs &amp; teachers on data analysis and PARCC.</li> <li>● Continued SGO trainings &amp; support (particularly for</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers will work within their PLCs to practice using the tool to examine subsets of student achievement results and develop a plan for using this new source of information to help them adjust their instruction.</li> <li>● Observations and feedback.</li> </ul>

	special education teachers). <ul style="list-style-type: none"> <li>• PD session offerings on full PD days on using data to drive &amp; differentiate instruction.</li> </ul>	
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**3: PD Required by Statute or Regulation**

State-mandated PD Activities
<ul style="list-style-type: none"> <li>• Continue the use of GCN (Global Compliance Network) to meet required mandates.</li> <li>• School-level trainings by principal for some mandated trainings (see attached).</li> <li>• Administration Law Training through Global Compliance Network</li> </ul>

**4: Resources and Justification**

Resources
<p>District funds and federal Title II funds have been reserved for professional development. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff pay. The plan controls expenses by relying largely on in-district expertise to provide the specified activities through teacher expertise and supervisor/director expertise. . The employee contract stipulates that Wednesdays are reserved for meeting days. Two of those Wednesdays are reserved for PLC meetings. Four other full-day Professional Development days and one flexible Professional Development day are scheduled for the focus of the above PL goals. Flexible Professional Development is designed to offer staff members an opportunity to individualize their ongoing learning and professional growth, which is mandated by the NJ State school law. This approach to professional development is intended to differentiate and meet the various needs of our professional staff.</p>
Justification
<p>2015-16 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the CCSS and AchieveNJ. High quality professional learning experiences are necessary to support these initiatives and improve educators’ practice. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels.</p>

Signature:           Thomas Gialanella            
**Superintendent Signature**

          6/19/15            
**Date**