

Monroe Township Public Schools

Gloucester County

100 Hours

District

**Professional
Development
Plan**

2009 – 2010

Revised April 2009

LOCAL PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

Check to be certain that all sections of your plan are included.
Use this sheet to check off each section and sub-section.

Required ✓	Form	Included ✓
✓	Title Page (include district and county names)	✓
✓	Local Professional Development Plan Checklist	✓
✓	Table of Contents (pages numbered and correlated)	✓
Section 1: District Profile		
✓	District Profile Sheet	✓
✓	Local Professional Development Committee Profile Sheet	✓
✓	Copy of School District's Goals	✓
Section 2: Reflection on 2007-2008 Plan		
✓	Summary of the positive aspects of 2008-2009 plan	✓
✓	Identification of challenges	✓
✓	Summary of Activities 2008 – 2009	✓
✓	Describe plan for 2009 – 2010	✓
Section 3: Needs		
✓	Narrative explaining needs assessment process	✓
✓	List of professional development needs	✓
✓	Evidence of recent needs assessment	✓
Section 4: Vision and Goals		
✓	District vision statement	✓
✓	List of professional development goals	✓
Section 5: Opportunities		
✓	List of district professional development opportunities	✓
✓	Identification of resources	✓
✓	Explanation of plan alignment	✓
✓	NCLB connection	✓
Section 6: Evaluation		
✓	Explanation of ongoing evaluation	✓
✓	Description of how the plan builds on previous district plan(s)	✓
✓	Explanation of use of evaluation for subsequent plans	✓

MTPS PROFESSIONAL DEVELOPMENT PLAN 2008-09

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District Professional Development Plan 2009 – 2010

District Profile Sheet

Name of District: Monroe Township Public Schools

District Code: 3280 County Code: 15

District Address: Maple Grove Administration Building
75 East Academy Street
Williamstown, New Jersey 08094

County: Gloucester District Factor Group: C - D

Chief School Administrator: Charles M. Earling, Jr.

Type of District (check one):

- K - 5
 K - 6
 K - 12
 7 - 12
 9 - 12
 Other (specify): _____

Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

Name of Building	School Code	Grades	Student Enrollment	Professional Staff
Oak Knoll Elementary School	090	K - 4	522	37.5
Holly Glen Elementary School	075	PreK – 4	680	50.5
Radix Elementary School	095	PreK – 4	767	53.5
Whitehall Elementary School	100	K – 4	408	33.5
Williamstown Middle School	110	5 – 8	1,885	152.0
Williamstown High School	050	9 - 12	1,884	146.5

District Professional Development Committee Sign-Off Sheet

2009 – 2010 District Professional Development Plan

Name of District: Monroe Township Public Schools

County: Gloucester

Names of Professional Staff Members Elected to Committee:

<u>Lesley McGiboney</u> Name (please print)	<u>Signature</u>	<u>Secondary Curriculum Supervisor</u> Position	<u>08-09</u> Term Expires	<u>lmcgiboney@monroetwp.k12.nj.us</u> E-Mail	<u>Chair</u>
<u>Kyle O'Neil</u> Name (please print)	<u>Signature</u>	<u>K-4 Math Specialist</u> Position	<u>08-09</u> Term Expires	<u>koneil@monroetwp.k12.nj.us</u> E-Mail	
<u>Mary Beth Hobbs</u> Name (please print)	<u>Signature</u>	<u>Tech. Resource Teacher</u> Position	<u>08-09</u> Term Expires	<u>mbhobbs@monroetwp.k12.nj.us</u> E-Mail	
<u>Liz Engel</u> Name (please print)	<u>Signature</u>	<u>MS Teacher</u> Position	<u>08-09</u> Term Expires	<u>eengel@monroetwp.k12.nj.us</u> E-Mail	
<u>Marcia Pietroski</u> Name (please print)	<u>Signature</u>	<u>Elementary Principal</u> Position	<u>08-09</u> Term Expires	<u>mpietroski@monroetwp.k12.nj.us</u> E-Mail	
<u>Sarah Johnson</u> Name (please print)	<u>Signature</u>	<u>MS LAL Teacher</u> Position	<u>10-11</u> Term Expires	<u>sjohnson@monroetwp.k12.nj.us</u> E-Mail	

Contact Person: Mary Beth Hobbs

Phone: (856) 262-8200 X 2882

Fax: (856) 262-0869

Email: mbhobbs@monroetwp.k12.nj.us

Monroe Township Public Schools

District Goals

The Monroe Township Public School District, an educational team, is dedicated to the development of the potential and uniqueness of the individual student to become effective participants in an evolving global society.

In active collaboration with the community, the school district has strategically planned district goals in the areas of student achievement, school programs and co-curricular, community relations/parent involvement, Technology in the 21st Century, district structure, fiscal and human resources and facilities.

These goals are as follows:

1. To Improve Student Achievement On State Assessments And Address The Mandates Of NCLB
2. To Support Network/School Communication
3. To Extend Elementary Programs For Clubs And Activities
4. To Provide District-Wide Enrichment/Remedial Programs
5. To Provide On-going Community Education Programs
6. To Provide Opportunities For Parents/Guardians To Be Involved In The Education Of Students
7. To Recruit Monroe Township Citizens To Serve As Resources In The Schools
8. To Provide Programs To Educate Community Members
9. To Continue The Integration Of Technology To Meet The Challenge Of The New Jersey State Technology Plan And Core Curriculum Content Standards
10. To Research And Implement "Best Practices" Strategies To Increase Student Achievement
11. To Improve Facilities
12. To Educate Community And Local Government About The Budget
13. To Increase Administrative Efficiency
14. To Meet The Mandates Of No Child Left Behind
15. To Reduce Class Size Through Utilization Of Current And Projected School Facilities
16. To Address Continued Growing Population Trends In Monroe Township
17. To Understand Employment Trends In Monroe Township
18. To Understand And Address Future Tax Base Trends In Monroe Township And The Impact On Schooling
19. To provide Instructional Programs That Address All Of The New Jersey Core Curriculum Content Standards

SECTION 2 – REFLECTIONS ON PREVIOUS YEAR’S PLAN

A. POSITIVE ASPECTS

Monroe Township Public Schools continues to work towards the progress we have made in offering meaningful Professional Development opportunities for our teaching staff in our district. However, we continue to realize that our growth is a continuing, on-going effort. We were able to provide in-service opportunities for all areas listed in our 2007-08 needs assessment. General focus topics addressed were Data Analysis, Assessment, Content Area Specific Training, Technology Integration, Co-Teaching, Character Education, Writing Across the Curriculum and District-wide Articulation. Differentiation of Instruction for at-risk learners using motivational strategies, Power School, Step Up To Writing, and Let Me Learn.

Our Continuing Education Unit program, has allowed us to offer our staff a variety of professional development opportunities. Throughout the 2003-08 school years, we have offered staff CEU professional development in the areas of Co-Teaching Dynamics, Technology Integration, Balanced Literacy, INTEL Master Teacher, and Grades 5-8 Assessment in Mathematics Study Group, and most recently, Understanding by Design Study Group. Monroe's CEU program requires a minimum of 16 hours of intensive training for staff to receive credit. Teachers had opportunities to attend workshops and seminars through district in-service, county-wide professional development, building faculty meetings, after school in-service and grade level building level, district-wide articulation meetings and NJEA teacher's convention.

In addition, we attempted to offer our staff opportunities to participate in on-site graduate courses. Over the course of the last five years, we have offered the following on-site graduate courses: Educational Change, Fundamentals of Curriculum Development, Analysis of Classroom Teaching Behavior and Learning Community Classrooms.

We continue to benefit from community involvement, which has enriched our township. We were able to involve the community in addressing our needs assessment through our parenting program, which continues to be supported by NCLB funds. Community involvement is also evident on our Superintendent's Monthly Parent Roundtable Meetings, HS Academy Advisory Board Meetings, Character Education Council Meetings, Building Site Councils, PTA/PTO Committees, Tax Initiative Committee, Construction Committee and parent volunteer programs.

Our educational community continues to articulate, analyze, and assess our needs through department meetings, department chair meetings, teaching and learning meetings, core team meetings, building level meetings, grade level meetings, K – 12 curriculum articulation meetings, Rowan University and PDS partner activities. Our discussions in core team meetings, administrative articulation meetings, department meetings, faculty meetings, PTA/PTO meetings, and presentations are continuous. The Superintendent meets with representatives from all of our “stake holders” and is an integral part of this process. School site-based councils continue to provide input for future needs and provide opportunities for development of future educational programs within each building.

The above activities have assisted staff in the development of their individual Professional Improvement Plan (PIP), which is related to our district and building level goals. Our students continually benefit as we plan and grow together.

SECTION 2 – (continued)

B. CHALLENGES

Developing the 2007-08 Monroe Township Public School District Plan for Professional Development continued to present a variety of challenges that were addressed throughout the year.

- How to address concerns related to the availability of time, substitutes, and funding.
- How to provide training opportunities requiring class coverage, teacher compensation beyond contractual hours.
- How to provide compensation for providers and presenters.
- How to encourage CEU participation in after school or summer training.
- How to continue to assist current and newly hired staff in meeting NCLB and Highly Qualified Teacher Mandates.

In an effort to move forward, Monroe Township Public Schools will continue to plan and budget for support of the professional development areas listed in the District Professional Development Needs Assessment for the upcoming school year.

To Address Our Needs

Professional development was structured to meet several of the district's focus areas. Improving student achievement on state assessments is a major issue for all six schools.

Professional development was planned and provided with ongoing and sustained training in *teaching writing to at-risk learners, math achievement on State Assessments, Differentiation of Instruction, Writing in the Content Areas, Curriculum Mapping, Common Assessment Development, Increasing Student Achievement through Data Analysis, a major focus on Professional Development in the new reading program: Trophies, and Suicide Prevention Strategies*. Development and implementation of our *Student Writing Portfolio cards* was completed using the NJCCCS, and our District Writing Plan. The elementary level we provided ongoing training in Character Education (Community of Caring). Throughout all of our professional development offerings, differentiating instruction for all learners continues to be a common thread to provide strategies to teachers to implement in their classrooms. A major focus is providing professional development in the area of meaningful assessment and the incorporation of active learning strategies to enhance student achievement.

In addition, three Continuing Education Units opportunities were offered at our Middle School one being offered through a book study with the focus on "Understanding by Design." In addition, we also offered a 16 hour CEU for "Step Up To Writing" Writers Workshop and "Let Me Learn" to interested staff. At the elementary level a multiple day summer workshop on writing strategies for grades 1-3 was offered. Our staff also was offered the opportunity to participate throughout the year in the Gloucester County Academy of Teaching and Learning sessions.

SECTION 2 – (continued)

The district provided our staff with a K-12 Wellness day to kick off our district wellness plan during this school year. The district also offers Continuing Education Unit opportunities for our staff titled: Step Up to Writing, Let Me Learn, Understanding by Design, and Writer's Workshop, as well as any county-wide offerings that may be available. Our middle school and high school literacy teams will be implementing the plan that was developed during the 2006-07 school year to provide staff with turnkey training to increase student literacy at both the high and middle school. Training in the use of PowerSchool for staff has been a major issue to provide all staff with a level of competence to use the new student management system.

In addition, Monroe continues its partnership with Rowan University through our fourth year participating in the South Jersey Math Partnership. This provides our staff with intensive professional development opportunities in the areas of Science and Math.

As the MATRIX Grant concluded at the middle school we have provided ongoing and intensive professional development in the area of mathematics and technology integration. In the area of social studies our continued participation in the American History Grant has afforded three of our middle and high school teaching staff with opportunities for extensive professional development that will continue over the next year.

Our Literacy program for grades K-5 continued to be a major focus in the area of professional development in both the elementary and lower middle school programs. Guided Reading, Differentiated Instruction, Classroom Management for Leveled Readers, Assessment, Intervention Strategies for At-Risk Readers and K-5 Writing Strategies are all components of the professional development being offered to our K-5 teaching staff. The professional development to implement the new LAL program began in 2006 and continued throughout the 2007-08 school year.

At the secondary level, on-going sustained professional development supported the implementation of the revised Connected Mathematics Program. Curriculum Mapping through Essential Question Development, Data Analysis, Preparing Students for State Assessments and Student Writing Portfolios in LAL/Reading at the Middle School continue to be focus areas. Additional professional development was highlighted during the school year on Marzano's work, "Classroom Instruction that Works," Literacy Strategies Across the Content Areas, and Creating Valid and Meaningful Student Assessments.

C. Summary of 2008-2009 Professional Development Activities

Data analysis through the development of meaningful common assessments in each content area was addressed throughout the year. Both the middle school and high school continued with monthly department meetings that focus on *Teaching and Learning*. These Professional Learning Communities devote time to identify best practices and to discuss current topics and articles relevant to teacher's specific content area and related concerns.

One area that elementary level professional development provided a focus on, was Internet Safety issues for students and staff. This was to insure that teachers are aware of the pitfalls of Internet Usage and strategies to provide a safer environment for students both in the classroom and at home. In addition, training for all K-4 staff in the Compass Learning Odyssey program provided opportunities for teachers to become familiar with the program and appropriate strategies to integrate the program into instruction to provide differentiation of instruction.

SECTION 2 – (continued)

Summary of 2008-2009 Professional Development Activities (continued)

Elementary professional development was also devoted to the extension of Literacy Instruction and focused on Holistic Scoring Turn-key training, Writing Academy Strategies and Articulation, as well as Writing Rubric Review. In the area of mathematics, Center Development and Strategies to Differentiate Math Instruction was provided.

In addition, our K-12 Health and Physical Education teachers had an opportunity to participate in professional development with Dr. Jim McCall, NJDOE, to insure that our K-12 Health and PE program is a well articulated program for our students and meets the intent of the NJCCCS. Our H& PE teachers also participated in training related to sports injuries.

A focus on professional development in the area of differentiated instruction for students at risk through all content areas was provided to all teachers at the secondary level. Professional Development was offered to all content area and special needs teachers in order to provide an opportunity for articulation to imbed these strategies into their inclusionary classroom practices.

In the area of professional development for technology integration, a focus was placed on Podcasting, Wiki's and Blogs into instruction to incorporate the most up to date technologies into the classroom. Time was also devoted to the roll out of the Compass Learning Odyssey at both the middle and elementary schools to insure appropriate use and integration of our new online student tutorial program for grades K-8. Other technology related professional development opportunities were provided on student response systems in the classroom, BrainPop, Thinkfinity and all staff attended Internet Safety Strategies for Educators.

Following up on professional development from the previous year was Marzano's research in "Classroom Instruction that Works" this was provided to all content area departments in both the Middle and High School. This professional development provides an ongoing focus on integrating best practice strategies in the classroom to improve student achievement.

In the area of literacy we have provided multiple professional development opportunities to both our regular and special education teachers in the areas of Holistic Scoring, Speculative Writing, and the Compass Learning Odyssey Writer program. The Middle School continued participation with Rowan University by sending a team of five Language Arts Literacy representing grades 5-8 and special education for a second year to participate in Rowan's Literacy Collaborative, in an effort to improve instruction at the Middle School.

In mathematics, professional development in the area of the use of the Connected Mathematics II Program's supplemental materials and the integration of standards based supplementary materials was primary in meeting the needs of our math teachers at the middle school. Classroom visitations by elementary teachers to the MS to observe model lessons were scheduled to encourage the integration of Math Investigations units grades 3-4 which was a primary goal of the department this year. Data analysis and the review of common benchmark assessment data continued to be a major focus area for professional development this school year. The Middle School also continued its participation with Rowan University through our fifth year of participation in the South Jersey Math Partnership.

D. Description of 2009-2010 Plan

As a result of the 2009 NJCCCS adoption, professional development district-wide will provide focused collaborative opportunities for each content area to be reviewed by all teaching staff. Essential Questions and the 2008 NJ Standards Clarification Project will be included in this process to insure that staff identify with the implications of Essential Questions, Enduring Understanding, Big Ideas, Standards Clarification and the development of meaningful assessments.

Our major concern will again be to provide our teachers with professional development that will focus on developing strategies in the classroom that will support and increase student achievement. Future plans at the K-4 level are to provide continued professional development and support for implementation of integration of additional materials on New Jersey in Social Studies. Compass Learning Odyssey implementation training will continue K-8. To implement an early childhood program will also create the need to address the prescribed PD that is required by the state to meet the curriculum goals of the preK program.

In addition, Community of Caring professional development will offer staff multiple skills for the integration of appropriate character education philosophy activities. NJASK test preparation strategies will continue to be a focus of professional development Grades 3-8 as a major district focus continues to be to improve student achievement at all grade levels.

At the secondary level, on-going, sustained professional development in Curriculum Mapping through Essential Question Development will be an area of emphasis. In addition, a continued major professional development area will be Literacy Strategies through the Content Areas. This will provide Middle School and High School content area staff with the skills and strategies necessary to increase student achievement in all areas. As always CAPA recommendations will be reflected in the Middle School professional development planning as the middle school's status is currently Year One.

Both the middle school and high school will continue with monthly department meetings that focus on *Teaching and Learning*. These Professional Learning Communities devote time to identify best practices and to discuss current topics and articles relevant to teacher's specific content area and related concerns. Data analysis, through the development of meaningful common assessments in each content area, will be a major emphasis as well during the upcoming school year.

Our continued relationship with Rowan University as a partner affords our teaching staff multiple opportunities to work as mentors, and pre-service teacher trainers. Professional development opportunities through our partnership with Rowan, continues to provide our staff with information on current trends in education. We will continue to investigate additional graduate courses or other opportunities to collaborate with post secondary liaisons. The development and support for Professional Learning Communities will be a continued area of interest in our district.

Monroe will maintain its partnership with Rowan University through our sixth year of participation in the South Jersey Math Partnership. This provides our staff with intensive professional development opportunities in the areas of Science and Math.

The district will continue to offer CEU opportunities to staff, as well as county-wide offerings that may be available. We will explore avenues to offer additional graduate coursework on-site to support ongoing education opportunities for our staff.

In addition, the district's administration will continue to support building level Teaching & Learning meetings, as well as School Level Professional Development Learning Communities within each of the schools.

SECTION 3 – DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

A. ASSESSING PROFESSIONAL DEVELOPMENT NEEDS

Our local Professional Development Committee continues to utilize various tools and resources that enabled us to assess and address the needs of the staff and students. The process involved review and analysis of surveys, critiques, and minutes from numerous discussion groups, site councils, curriculum articulation sessions and organizational meetings. Site-Based Councils, Curriculum Articulation Committees, Parent/Teacher Organizations, our MTEA organization, our Monroe/Rowan University Partnership Liaisons, and various faculty groups provided input utilizing the above methods. Also included were results from surveys and reports from local, state and Title I and Title IV assessments.

Increasing student performance on state assessments has also been a major district-wide focal point related to providing all students with strategies and skills to assist them in improving their levels of achievement. Monroe has made a concerted effort to ensure that professional development is sustained, on-going and classroom-focused.

Some school level professional development needs may vary due to multiple factors; such as, CAPA recommendations, new program needs, State Assessment results, revisions in NJCCC Standards, school status, content area changes, and building level initiatives. Additional professional development is also warranted when technologies change such as the introduction of a new student management system, Smart Board technology, student response systems, and on-line student tutorial programs. These types of changes can necessitate altering plans to address current needs.

Another group that will be able to support the District 100 Hour Professional Development Committee will be the newly formed School Level Professional Development Committees (SLPDC) that will identify and address school level focus areas. They will be able to identify specific building level professional development needs that can be addressed by each committee.

B. LIST OF PROFESSIONAL DEVELOPMENT NEEDS BASED ON STUDENT LEARNING

There has been a major effort to ensure that all district provided professional development is offered in an on-going and sustainable manner. Our major priority will continue to be Literacy and Numeracy and improving student achievement in those areas, as well as to provide our teaching staff with the strategies that have been identified in best practices in the classroom research. Professional development will continue to be planned in the areas of sustaining improvement in writing achievement, strengthening reading comprehension through the content areas, and supporting the implementation of a standards-based mathematics program throughout the district.

Character Education, standards-based mathematics, writing across the curriculum, working in a co-teach environment, essential question development, and curriculum mapping all reflect the ongoing need to differentiate instruction for all of our varied learners. Professional development in the area of Differentiated Instruction addresses the focus area survey results of Motivational Strategies for the Disaffected Student and Motivation for At-Risk Learners. Well developed differentiated instructional techniques also support behavior management issues that can occur in a less structured and planned for classroom environment. Continued work in the areas of creating meaningful, common assessments, and student portfolios are and will continue to be a major focus.

Attached are instruments that were used to identify areas of need in each of the buildings. Also included are the revised surveys that were disseminated for the identification of teacher needs for the process of scheduling professional development. Results of our 100 Hour Professional Development Needs Surveys are also shared with our local MTEA

3. B

To: Monroe Township Public Schools Staff

From: 100 Hours Professional Development Council

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT TOP TEN SURVEY RESULTS FOR 2009-10 SY

Date: June 2008

# OF STAFF SELECTING:	TOP 10 PRIORITY TOPICS:	WHS/ CA	WMS	HG	OK	R	WH
91	Motivational Strategies for the Disaffected Student	25	24	12	13	6	11
75	Motivation for At-Risk Learners	16	18	10	12	9	10
74	Behavior Management and Interventions	11	18	14	10	7	14
71	Creating Meaningful Learning Centers	8	17	11	11	7	17
62	Whiteboard Technology	14	13	15	7	1	12
58	Power School	16	11	10	4	2	15
55	Integration of Technology Into Instruction	8	14	14	7	3	9
50	Connections Between Home and School	7	14	8	7	4	10
47	Differentiated Instruction	8	19	7	3	2	8
46	CPR	15	10	7	4	2	8

3. C Recent Needs Assessment Instruments

To: Monroe Township Public Schools Administration/Staff
Please denote your Building: HG OK R W MS HS CA

From: 100 Hours Professional Development Council

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY

Date: January 2009

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers' needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer, and concerns you may have about implementing these new concepts. The information derived from this survey will assist the 100 Hours Professional Development Council in planning future professional development to support district objectives, and to support our mission to include additional "best practices" methodology in our classroom instruction.

Topics

Below each heading are current topics in education. Place a "✓" next to the areas that would be of interest to you.

PLEASE IDENTIFY YOUR PRIORITY TOPICS OF INTEREST

Assessment

Creating and Using Rubrics (a system for assessing student work based on specific criteria)
Authentic and Performance-Based Assessments
Classroom Grading Practices
State Assessment Articulation and Preparation

Classroom Teaching Strategies

Project Based Learning
Motivation for At Risk Learners
Literacy Across the Curriculum
Integration of Technology in Instruction
Analyzing Data and Student Outcomes
Differentiated Instruction
Cross-Content Strategies
Essential Question Development for the Classroom

Teaching Practices

Standards-Based Math Program (Elementary)
Best Practices in Teaching (Peer Articulation)
Reflective Practice
Action Research
Collaborative Teaching-Content Integration, Team Teaching, Creative Scheduling
Thematic Content Integration
Nutrition and Wellness
Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

Behavior Management and Interventions
Motivational Strategies for the Disaffected Student

Outreach

Connections between Home/School
Community Support

Thinking and Learning

Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
Student Learning Profiles/Styles

Technology

Smartboard Technology
Microsoft Office Applications
Using a Database
Using Excel Spreadsheets
PowerPoint or eZedia
Power School, Power Grade
NJ Smart Data Tool

Publisher (i.e. newsletters, brochures, etc.)
Web Page Design
Educational Wiki's and Blogs
Current Educational Software Options
iPod's and Podcasting
Student Response Systems
Electronic Student Portfolio's

Other

Curriculum Mapping with the Revised Standards
Equity Issues
Standards Review and Analysis
Right to Know
Suicide Prevention
CPR

Special Education

Related Services with in the Classroom (OT, PT, Speech)
Writing Effective IEP'S (PLEP Statements, Goals and Objectives)
New IDEA Mandates (when available)
I & R's (Intervention & Referral) Committees
APA Training
The Tourettes and Asperger Child
RTI – Response to Intervention

Content Area Specialization at Middle and High School

Please identify specific areas:

	• Science
	• Social Studies
	• Math
	• Language Arts
	• World Language
	• Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

Collaborative Study Groups	After School Meetings
An Expert Presenting Information	Grade-Level Articulation Meetings
Receiving Materials on the Topic to Read	Summer Workshops
Collaboration with Another Teacher	Out-Of-District Workshops
Peer Coaching by Another Teacher	Future In-Service Days
Self-Paced Web Study Course	Graduate Courses
Action Research Conducted in Classrooms	CEU Programs of Study
Facilitating a Workshop	Other:
	Book Study/Study Groups

Please identify additional interests and concerns:

Williamstown High/Middle School Department

**Professional Development
Planning Survey**

2008 – 2009

Department: _____

Chairpersons Name: _____

Suggested Professional Development Topics for Content Area	Presenters/Contact Information	Prefer	
		Full day	Half day
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Comments/Suggestions:

Please discuss with your department and return the completed form to Lesley McGiboney @ Curriculum Office, Maple Grove by April 30, 2009.

To: Monroe Township Public Schools Administration/Staff
Please denote your Building: HG OK R W MS HS CA

From: 100 Hours Professional Development Council

Re: PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT SURVEY (revised)

Date: May, 2008

Survey Purpose

In order to provide Professional Development opportunities to meet our teachers' needs, we would like to identify information regarding the topics you are interested in, the type of staff development delivery model you prefer and concerns you may have about implementing these new concepts. The information derived from this survey will assist the 100 Hours Professional Development Council in planning future professional development to support district objectives, and to support our mission to include additional "best practices" methodology in our classroom instruction.

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Analyzing Data and Student Outcomes
Differentiated Instruction
Cross-Content Strategies
Linear K-5 Writing Process

Teaching Practices

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Best Practices in Teaching (Peer Articulation)
Reflective Practice
Action Research
Collaborative Teaching-Content Integration, Team Teaching, Creative Scheduling
Thematic Content Integration
Nutrition and Wellness
Creating Meaningful Learning Centers

Classroom Management/Discipline-Integrating a Value Based Philosophy (Character Ed)

Behavior Management and Interventions
Motivational Strategies for the Disaffected Student

Outreach

Connections between Home/School
Community Support

Thinking and Learning

Teaching Critical Thinking Skills in the Classroom/Bloom's Taxonomy
Student Learning Profiles/Styles
"Let Me Learn" Learning Process

Technology

Smartboard Technology	Publisher (i.e. newsletters, brochures, etc.)
Microsoft Office Applications	Web Page Design
Using a Database	Educational Wiki's and Blogs
Using Excel Spreadsheets	Current Educational Software Options
PowerPoint or eZedia	iPod's and Podcasting
Power School, Power School	Student Response Systems
NJ Smart Data Tool	Electronic Student Portfolio's

Other

Curriculum Mapping with the Revised 2009 Standards
Equity Issues
Standards Review and Analysis
Right to Know
Suicide Prevention
CPR

Special Education

Related Services with in the Classroom (OT, PT, Speech)
Writing Effective IEP'S (PLEP Statements, Goals and Objectives)
New IDEA Mandates (when available)
I & R's (Intervention & Referral) Committees
APA Training
The Tourettes and Asperger Child
RTI – Response to Intervention

Content Area Specialization at Middle and High School

Please identify specific areas:

	• Science
	• Social Studies
	• Math
	• Language Arts
	• World Language
	• Other

Types of Training

How would you like the information delivered to you? How do you learn best? Please put a check mark (✓) by the following types of Staff Development to show your preference for different types of learning opportunities.

Collaborative Study Groups	After School Meetings
An Expert Presenting Information	Grade-Level Articulation Meetings
Receiving Materials on the Topic to Read	Summer Workshops
Collaboration with Another Teacher	Out-Of-District Workshops
Peer Coaching by Another Teacher	Future In-Service Days
Self-Paced Web Study Course	Graduate Courses
Action Research Conducted in Classrooms	CEU Programs of Study
Facilitating a Workshop	Other:
Teaching and Learning Meeting	Professional Learning Community

Please identify additional interests and concerns:

SECTION 4 – DISTRICT PROFESSIONAL DEVELOPMENT VISION & GOALS

A. PROFESSIONAL DEVELOPMENT VISION STATEMENT

Monroe Township Public Schools, an educational team, believes that educators must be dedicated to a continuous plan of high quality, sustained, intensive professional development beginning with pre-service activities, continuing with induction into the profession, and extending throughout their professional career in education. On-going and sustained professional development endeavors, which include the process of refining skills, inquiring into practice, and investigating new instructional methodologies, support the creation of life-long learners.

B. Reflects the Twelve New Jersey Professional Development Standards for Educators

Monroe Township Public Schools' staff continues to strive to meet the New Jersey Professional Standards for Teachers to enhance educational opportunities and increase student achievement for our entire student population. Professional development activities must complement both the needs of the educator and the goals and objectives of the school district and reflect the twelve Professional Development Standards for NJ Educators. While meeting the standards as outlined in the New Jersey Professional Standards for Teachers, the goal of a district professional development plan must also focus on the conditions which affect student learning. This is necessary in order for teachers to develop the knowledge and expertise required to enable students to function as independent thinkers and creative learners in the school community and in society as a whole.

C. How Plan Supports Student learning of the NJCCCS

Monroe Township School's staff strives to continuously provide opportunities to enhance student learning of the New Jersey Content Standards through commitment to the following:

- Preparation of their roles as learning facilitators through ongoing access to professional development.
- Utilization of appropriate models of content-rich instructional methodologies and relevant use of technologies in order to foster creativity, encourage high order thinking, and motivate students to obtain higher levels of achievement.
- Involvement in the ongoing development and refinement of a comprehensive, challenging K-12 curriculum suited to the ages, competencies and needs of all students, thereby increasing students' understanding and achievement of the NJ Core Curriculum Content Standards.
- Utilization of a variety of classroom assessment models that allow them to determine how student learning and achievement have improved.
- Involvement of student support personnel with access to professional development opportunities appropriate to the particular role each plays in the educational process.
- Involvement in opportunities for collegial reflection and collaboration as a common thread of professional development activities.

D. Reflects the New Jersey Professional Standards for Teachers

Professional development in Monroe Township engages each educator in a collegial and collaborative dialogue with other professional staff. Individual professional improvement plans and district professional development plans will incorporate, support and align with the Professional Standards for Teachers. Frequent, regular and ongoing opportunities will be provided for staff to revisit the standards for the purpose of developing a Personal Action Plan for compliance with each of the ten standards. Personal Action Plans will reflect subject knowledge, human growth and development, meeting the needs of our diverse learners, long and short term instructional planning and strategies, multiple assessment strategies, learning environment issues, special needs accommodations, communication skills, relationship building, and personal involvement in quality professional development activities.

Monroe Township professional development in 2009-2010 will involve each educator in a collegial dialogue and activities with other educators. Individual professional improvement plans and district professional development plans will incorporate and support the Key Elements of Elementary and Secondary Education Act (NCLB). The students of Monroe Township Public Schools through effective professional development will be guided toward student learning and achievement through the mastery of the New Jersey Core Curriculum Content Standards. In addition, all activities will be referenced to student learning. Schools will use data to make decisions about the content and type of activities that constitute professional development. Professional development activities will be based on research-validated best practices with subject matter mastery for all teachers a top priority. Our long-term plan that provides focused and ongoing professional development with time well allocated will be revised and implemented. Professional development activities will match the content that is being instructed and all professional development activities will be fully evaluated.

Monroe Township professional development will continue to be aligned with state standards, assessment, and our local curriculum. A major focus will continue to be to increase student achievement in all content areas.

Contractually our teaching staff has the ability to select and attend professional development opportunities that are reflected in their Professional Development Plan and/or addresses a perceived area of need or weakness related to their position. In addition, the establishment of our School Level Professional Development Committees will address specific identified professional development needs as identified by our Professional Development Survey. Each building will have time dedicated to their professional development needs to address specific building level needs. Those needs are as outlined on our "Professional Development Needs Assessment Top Ten Survey Results for 2008-09 School Year."

The focus of all Monroe Township Public Schools professional development is to increase best practice teaching strategies in the classroom while also motivating all students, which also strives to meet the academic needs of the at-risk and disaffected student.

E. MONROE TOWNSHIP PUBLIC SCHOOL PROFESSIONAL GOALS

Goal 1

Prepare educators for their roles as learning facilitators through ongoing access to professional development.

Goal 2

Provide educators with appropriate models of content-rich instructional methodologies and relevant use of technologies in order to foster creativity, encourage high order thinking, and motivate students to obtain higher levels of achievement.

Goal 3

Provide opportunities for the ongoing development and refinement of a comprehensive, challenging Pre K-12 curriculum suited to the ages, competencies and needs of all students, thereby increasing students' understanding and achievement of the NJ Core Curriculum Content Standards.

Goal 4

Provide educators with a variety of classroom assessment models that allow them to determine how student learning and achievement have improved.

Goal 5

Provide student support personnel with access to professional development opportunities appropriate to the particular role each plays in the educational process.

Goal 6

Provide opportunities for collegial reflection and collaboration as a common thread of professional development activities.

SECTION 5 – MONROE TOWNSHIP PUBLIC SCHOOL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

A. List of Professional Development Opportunities

The quality of education depends on the quality of the educators. Therefore, the overall purpose of Professional Development is to support high quality, sustained, intensive, professional development in order to ensure that each student performs optimally.

The focus of our district's plan is defined by what students should know and be able to do as identified in our curriculum and as outlined in the New Jersey Core Curriculum Content Standards. The professional development program must not only relate to the goals and objectives of the district, but must also respond to the unique needs of each building, department, and individual staff member as he/she works to improve student achievement.

During the school year, the staff will be involved in a wide array of professional development opportunities that will foster student achievement through a problem based learning environment. Our professional development topics and opportunities will include, but not be limited to, the following:

- Aligning Curriculum, Instruction and Student Assessment with the New Jersey Core Curriculum Content Standards and State Testing Specifications (Including NJASK 3,4,5,6,7 & 8, HSPA, and EOC Assessments)
- Improving Achievement in Literacy and Numeracy
- *Motivating At Risk Learners*
- Instructional Technology Integration
- Student Management System
- Flex Grouping
- Critical Thinking
- Web Page Design
- Creating Rubrics
- Classroom Time Management
- *Behavioral Management*
- Project Based Learning
- Crisis Intervention
- Grading Practices
- *Remediation for At-Risk Students*
- Writing Across the Curriculum
- *Differentiated Instruction*
- Violence Prevention
- Character Education
- Co-Teaching Partnerships
- New Teacher Induction Program
- Content Area Specific Workshop Conferences to Enhance Knowledge of Subject Matter/Improve Student Achievement
- Infusing Study Skills to Promote Higher Achievement
- Integration of Technology into Instruction (i.e., Compass Learning Odyssey, Thinkfinity)
- Teaching Reading Through The Content Areas
- Best Practices for Special Needs Students
- Harassment/Bullying
- Effective Teaming/Interdisciplinary Instruction
- Data Analysis
- Reflective Practice
- Holistic Scoring
- Internet Safety for Students, Parents, and Educators

SECTION 5

A. List of Professional Development Opportunities *(continued)*

- Current Best Strategies for Co-Teaching/Inclusionary Practices
- Effective Strategies for Modifying Curriculum Instruction and Assessment to Meet the Needs of Exceptional Students
- IEP/504/I&RS Team Training – Code Requirements
- Effective Strategies for Meeting the Needs of ADD & ADHD
- Curriculum Development and Articulation/Mapping
- Standardized and State Testing Analysis
- Restructuring and Improving Assessment/Student Assessment to Enhance Student Achievement
- Bloodborne Pathogens
- Study Groups/Action Research
- Curriculum Writing
- Right to Know
- Suicide Prevention

B. Implementation Process and Resources

Monroe Township School District's professional development opportunities will be implemented in a variety of venues.

These include:

- County-wide In-service
- Scheduled full day and half-day in-services per district calendar
- After School Workshops
- Summer Workshops
- District Curriculum Articulation Meetings
- Departmental/Grade Level Meetings
- Full day and half-day meetings, workshops, conferences set aside for specific goals/professional development/curriculum alignment
- Opportunities to promote collaboration among educators
- Professional days approved by the supervisor/principal
- Study Groups
- Teaching and Learning Teacher Meetings
- Continuing Education Units
- Book Study – Teaching & Learning Meetings

Among professional development providers are the following:

- CEU (In-House Credits) Opportunities
- Registered consultants hired by the district
- Professional organizations, e.g. **ASCD; ACTFL; NJEA; NJPSA; NJFPA** etc.
- Department Instructional Supervisors
- In-house Presenters/Specialists
- Out-of-district professional development organizations such as: Bureau for Educational Research; EIRC, Education Institute at Rowan and those who have been approved as NJ professional development providers
- Monroe Township/Rowan University Partnership
- Rowan University Graduate On-site Courses
- Camden County ETTC
- Compass Learning
- Learning Plus
- Camden County ETTC
- Compass Learning
- Learning Plus

SECTION 5 – (continued)

Professional development opportunities will be funded through the following:

- Grant and entitlement funding
- Local funds allocated for professional development
- Gratis, where possible and appropriate, e.g., community specialists, textbook vendors
- Personal funds, when not funded by the district
- Partnership with Rowan University

The district provides a variety of incentives to support professional development. Among them are the following:

- Tuition reimbursement
- Release time
- Salary increases based upon graduate level or district-provided continuing education credits
- Paid registration
- Compensation to teachers for attending selected institutes
- Continuing Education Units-CEU's (In House Credits)
- Stipends (Grant Funding)
- Contractual Language supporting related professional development reimbursement

SECTION 6 – EVALUATION OF THE PROFESSIONAL DEVELOPMENT PLAN

A. Explanation of Ongoing Evaluation

In order to ensure that the professional development plan is meeting the needs of staff and students and having the anticipated impact on student learning and the professional growth of teachers, the plan will be assessed through the following means:

- Review of professional day and in-service day evaluations and critiques which identify new strategies, assess quality of presentations/workshops and identify additional professional development needs/follow-up training requests
- Ongoing analysis of state mandated and standardized test results of student achievement
- Monitoring of classroom instruction through review of lesson plans and the supervisory process
- Periodic meetings involving district and building level professionals
- Feedback from students, parents and community members
- Periodic review of the plan, as necessary, to ensure that any related professional development needs are included in the plan
- Annual review of teachers' professional development portfolios and professional development log
- Meeting the Federal mandates of Highly Qualified Teacher and No Child Left Behind

B. Describe How the Plan Builds on Previous District Professional Development Plans

In order to implement our current year's professional development plan, the LPDC had developed a comprehensive needs assessment. The results of this needs assessment became the framework for a multi-year plan, which was designed to target the New Jersey statewide expectations for educational reform and higher student achievement as outlined in the NJCCCS and the new NJ Professional Development Standards for Teachers. Using the previous years plan as the foundation for developing next year's plan has allowed us to prioritize, review our goals and thus develop an exemplary plan to reflect the needs of all stakeholders. As a result, the Monroe Township Professional Development Plan for 2009-10 capitalizes upon the success of the prior year's plan, while addressing the challenges to the district, improving student achievement and moving forward to address current issues of an ever-changing society.

C. Explanation of How the District Committee Will Use Evaluation in Subsequent Years

By reviewing district staff analysis and critiques of professional development that they have attended; the LPDC will be able to identify areas that continue to require sustained, on-going professional development, in addition we will confer with each school level planning committee while planning future Professional Development.

In addition, we are altering our professional development survey timeline so that staff will complete and submit the surveys earlier in the school year. This will permit the LPDC to work in coordination with the curriculum department to plan professional development to meet the state standards and NCLB.