

Hazlet Township Public Schools



District Professional Development Plan 2021/2022

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

A. Reflection

The positive aspects of previous professional development opportunities that the District would like to retain and replicate are:

- Frontline, which manages Professional Development portfolios and keeps teachers informed of upcoming professional development opportunities. These opportunities have all been identified as being extremely helpful in incorporating district-wide goals with individual and school goals.

The challenges that emerged that require attention by the District are:

- to provide professional development workshops that satisfy the diverse needs of the entire staff
- to focus the content of the grade-specific or department-specific needs based on teacher-choice and input per their Professional Development Plan
- to coordinate professional development schedules that currently do not allow for full participation by all members because of the various school dismissal hours

The district has been able to document how professional development is improving teacher practices and student learning by utilizing the Reflective Personal Development form on the My Learning Plan website and through various surveys and staff discussions.

The selection of workshop topics is based on district-wide needs, school priorities, as well as key initiatives and programs. Additionally, staff is given the freedom to select eight hours of personalized professional development based on their own specific needs, as noted in their individual Professional Development Plan.

The most positive aspect noted in the school based plans was the Teacher Led PD, a district-wide program that offers various teacher presented workshops on multiple topics including the incorporation of technology in the classroom, best practices, essential teaching behaviors and teaching strategies. In addition, the days set aside for grade specific professional development was noted as being extremely helpful in incorporating district-wide goals with individual and school goals.

The staff received ongoing training in data-driven instruction and formative assessment through the District's Virtual Professional Development Academy. Emphasis was placed on improving our virtual teaching practices for the 20-21 school year.

Challenges that were identified through staff input included providing additional articulation time with colleagues in departments and grade level settings, as well as between grade levels and in special education. Another challenge was the implementation of new initiatives due to scheduling constraints. **These challenges continue to present limitations, however, progress has been made through district-wide grade level articulation sessions and online forums such as wikis, blogs, and online resources.**

The district has been able to document how professional development is improving teacher practices and student learning by distributing Reflective Professional Development forms to assess the effectiveness and usefulness of each workshop that is attended by teachers in the district. These forms are distributed approximately 30 days after the workshop to evaluate how teaching has improved and student learning has increased. **In addition, building based forms will record ongoing Professional Development efforts to demonstrate reflective growth along the continuum of a workshop series possibly through the use of a revised Reflective Professional Development form.** Administrators continually conduct formal and informal observations to document that the practices have been put into place. Student data is reviewed on an ongoing basis, compared to past performance, to ascertain if the new practices have had an impact on student learning.

The selection of workshop topics is based on district-wide needs, school priorities, as well as key initiatives and programs. Individual student learning plans have been written for students who needed them and are monitored continually through lesson implementation and data analysis including formative and summative assessments.

BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

B. Needs Assessment

The commonalities most noted were that student achievement is a process rather than a product. While the acquisition and application of knowledge and social skills are important, so too are the strategies needed to become lifelong learners. Student learning priorities included becoming responsible, active learners who can apply new skills to real-life situations, character development, and success on standardized tests.

District goals were disseminated to the individual schools, as well as placed on the district website. The district committee conducted various surveys in order to ascertain district priorities to professional development. A professional development survey was distributed to the staff to assess their needs and preferences and to evaluate the success of the previous year. In addition, there is on-going communication between the administration and staff members. Principals/administrators gather information from staff and parent groups in the school community in planning professional development and addressing professional development needs. After attending a workshop, staff members must complete a summary/evaluation form to determine its effectiveness.

The Reflective Professional Development form provided data of adult learning needs based on student needs to assist in planning district professional development.

Based on the results of the professional development survey and district initiatives, the following needs were indicated:

- Increased articulation between colleagues, Special Education personnel, and across grade levels
- Increased technology training to better utilize Google, enVision, Schoolwide, LinkIt, Newsela, IXL and other data programs instituted by the district
- In-district workshops that fit personalized, as well as grade-specific goals
- Additional training on developing Online Lesson through virtual learning

In addition to the Reflective Professional Development form, the district developed an online professional development survey to identify areas of interest or need for further training. Areas identified included:

- The integration of technology
- Social Emotional Learning
- Additional Professional Learning Communities
- Cross-curricula articulation
- Differentiated Instruction
- Writing workshops
- Student management software

We have increased communication opportunities with our stakeholders through electronic means like email, web pages, and the Realtime parent portal. As a result of discussions with area supervisors and in professional development workshops, inter-school articulations, and building-based meetings, it was determined that the following are important to improving teaching and learning in the Hazlet Township School District:

- Provide on-going training for all staff members to optimize our technology resources.
- Reallocate and pursue additional educational technology to fulfill district and building based goals pertaining to 21st century learning
- Provide additional professional development opportunities in Language Arts to better implement the writing and reading programs.
- Provide additional professional development opportunities to ensure that all necessary skills and concepts are in compliance with the New Jersey Student Learning Standards.

BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

C. Professional Development Goals for the District

- To provide a rigorous academic program that differentiates instruction to meet the diverse needs of all learners, promotes higher level thinking, reasoning, and problem solving and prepares students to become life-long learners and productive members in society
- To establish an ongoing Professional Development Academy where administrators and teachers are afforded the opportunity and encouraged to become active participants in continued professional growth through training and reinforcement of essential educational research and best practices based on the New Jersey Student Learning Standards, the New Jersey Professional Standards for Teachers, and the New Jersey Professional Development Standards
- To provide the students of Hazlet Township with the resources necessary to support a competitive, educational program that extends beyond academics to meet social, emotional, physical, and technological needs in preparation for future demands of continuous education, career pursuits, and community
- The Hazlet Township School District will continue to utilize data driven instruction and formative assessments to track student performance and guide instructional decisions to increase student achievement and meet State performance benchmarks
- Teachers will plan lessons and cross-curricular projects for technological advances and 21st century learning
- The Hazlet Township School District will sustain a four-year novice teacher and mentor program to improve the quality of training afforded to novice teachers and their mentors
- The Hazlet Township School District will continue to provide current information to staff on security and safety procedures for the District Emergency Management Plan
- The Hazlet Township School District will continue to provide sustained professional development in targeted areas as part of the Professional Development Academy and through professional learning communities, valuing and incorporating teachers as leaders in professional development offerings

The professional development goals planned for the 2021-2022 year are based upon the district's assessment of student achievement, staff needs, state mandates and district and building-based goals and objectives. As the district strives to meet and exceed the ESSA requirements, intensive and on-going professional development activities will be implemented to increase the staff's knowledge of inclusion, technology, effective classroom management and instructional assessment strategies, and allow the staff to focus on and develop expertise in their content area. All activities planned are aligned to district goals, NJSLs, New Jersey Professional Standards for Teachers and the New Jersey Professional Development Standards.

BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

D. District Professional Development Opportunities

The district has established an extensive, in-house Professional Development Academy, which offers teachers four full days of professional development throughout the school year. This includes professional development opportunities targeted to subject matter and grade level needs. Training is sustained throughout the year and developed to address the needs of all teachers. Recent initiatives include integration of technology into instructional practices, inquiry based science and mathematics programs, the use of strategic language arts instruction, and project based learning.

Schools with similar goals can form learning communities. When planning professional development opportunities, the committee will address the diversity of the school-based professional development goals.

The district will provide additional, district-wide professional development opportunities to address the professional learning gaps not addressed in the school-based plans.

Teachers and administrators are supported in developing productive team structures and protocols that focus on student results by trying to provide common planning time, release time where appropriate, and use of monthly department and/or staff meetings.

The District plan will be communicated to all stakeholders via a posting on the district website, with a link to the individual school websites, through email communications, and at staff meetings.

All professional development opportunities have been designed to help teachers meet the district's student learning goals.

The district has implemented the following opportunities to help teachers meet the district's student learning goals:

- Implementation of mandatory twenty (20) after school professional development meetings to maximize continued learning and articulation throughout the district.
- Implementation of mandatory two hours of online professional development completed through ASCD or other approved online tools.

BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

E. Professional Development Resources

Our school district currently provides 4 full-days of in-service workshops. Teacher-led professional development opportunities are offered after school and the district also allows for out-of-district opportunities. Staff can attend County, State and National conferences, as well as attend the Regional Professional Development Academy. Outside consultants in areas of expertise are available. The district offers tuition reimbursement.

In addition to the aforementioned areas, the district reimburses participation in summer training academies and hosts their own Novice Teacher and Mentor Training program. The district allows for action research projects and book study groups throughout the school year.

All stakeholders have a say in the direction of the professional learning through the newly-formed school-based professional development committees with staff surveys, meetings and through the reflections offered after all professional development opportunities.

Staff continues to learn how to work together in co-teaching models to differentiate instruction for all students. Staff will also be able to integrate technology into lesson plans and use data to drive instruction in all subject matters. Staff lesson plans, and both formative and summative assessments will be reviewed in a collaborative manner, and principal observations will indicate any new skills learned.

Student data will be utilized to determine how knowledge, skills, or behaviors have impacted student learning by comparing summative assessments from year to year. Additional data can be obtained utilizing programs such as LinkIt, Newsela and IXL, IEP indicators, standardized test scores and report cards.

Staff articulation can also be used as an additional method of evaluating professional development opportunities.

Job embedded collaboration will happen through staff review and assessment of data.

Focus groups can be held during staff meetings to discuss needed professional learning. After workshops have been completed, reflective surveys will be distributed to determine the usefulness of the workshop. An electronic survey conducted by building Professional Development Committees and principals can also be used, at the beginning and the end of each year, to determine the progress of the school's professional development plan. Each workshop will be reviewed to determine its effectiveness for future offerings.