

## Gloucester City District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Gloucester City	Joseph Rafferty	July 1, 2016 to June 30, 2017

### 1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
<b>1</b>	<p><b>Differentiated Instruction</b> Build the capacity of all teachers to differentiate instruction and engage all students in their classrooms to meet the needs of all learners.</p>	PreK - 12	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered April 2016) indicates a need for additional professional development in the area of differentiated instruction (52%) and student engagement (58%) district wide.</li> <li>➤ Teachers and school leaders have raised concerns regarding differentiated instruction and student engagement during grade level and content area meetings.</li> <li>➤ Analysis of the types of interventions developed for student action plans by the I &amp; RS committee and the Child Study Team indicate a need for professional development in these areas.</li> <li>➤ School leaders and special education services have identified a need for differentiated instruction for students with learning disabilities such as dyslexia.</li> <li>➤ Teaching Strategies GOLD Assessment Systems</li> </ul>
<b>2</b>	<p><b>Integrating Student use of Technology</b> Build the capacity of all teachers to integrate student use of technology in their classrooms to meet the needs of all learners.</p>	PreK-12	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered April 2016) indicates a need for additional professional development in student use of technology (57%), Google Classroom (79%), and Google Docs (57%) district wide.</li> <li>➤ Teachers and school leaders have raised concerns regarding student use of technology during department meetings.</li> <li>➤ School and district leaders realize the importance of students using technology as a vehicle to learning and have made a commitment to support teachers in this endeavor.</li> </ul>

<p><b>3</b></p>	<p><b>Common Core State Standards, NJCCCS, Next Generation Science Standards and Global Awareness</b> Build capacity of all teachers in understanding the increased rigor of the state standards and their impact on lessons, curriculum and state assessments.</p>	<p>K-12</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered April 2016) indicates a need for professional development district wide regarding the following standards: Common Core State Standards (34%), NJ Core Curriculum Content Standards (34%), Next Generation Science Standards (100% of the science teachers) and Global Awareness (44%).</li> <li>➤ The district has identified the need for professional development in the increased rigor required by the state standards and their impact on lessons, curriculum and assessments.</li> </ul>
<p><b>4</b></p>	<p><b>Data and Assessments</b> Support teachers in creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.</p>	<p>3-12</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered April 2016) indicates a need to increase their knowledge of the tasks associated with PARCC for English Language Arts (100% of ELA teachers) and for mathematics (63% of math teachers).</li> <li>➤ Teacher survey (administered April 2016) indicates a desire to increase their knowledge of analyzing student data from local and state assessments (37%) and to increase their knowledge of LinkIT (22%).</li> <li>➤ Teachers have requested more professional development in these areas during component, grade level and department meetings.</li> </ul>
<p><b>5</b></p>	<p><b>Mathematics Instruction</b> Support teachers in increasing the level of rigor in mathematics instruction using math materials in order to meet the Common Core State Standards.</p>	<p>K-3</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered April 2016) indicates a need for professional development in mathematics instruction (63%).</li> <li>➤ Teachers have requested more professional development in this area during component and grade level meetings.</li> </ul>
<p><b>6</b></p>	<p><b>English Language Arts/Literacy Instruction</b> Support teachers in increasing the level of rigor in English language arts/literacy instruction in order to meet the Common Core State Standards.</p>	<p>K-3</p>	<ul style="list-style-type: none"> <li>➤ Teacher survey (administered April 2016) indicates a desire for professional development English language arts/literacy instruction (61%) and reading and writing across the curriculum (46%).</li> <li>➤ Teachers have requested more professional development in this area during component and grade level meetings.</li> </ul>

## 2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p><b>Differentiated Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Engaged Instruction, PLN and Standards Solution will provide training in differentiated instruction and student engagement strategies that assist teachers in meeting the needs of all students.</li> <li>➤ Teachers will participate in professional development that focuses on students with dyslexia.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coaches will assist teachers with data analysis of assessments to group students for differentiated and small group skills instruction.</li> <li>➤ Collaborative meetings by grade level and subject areas to discuss effective student engagement activities.</li> <li>➤ Coaches will continue to support the teachers in the practice of student engagement and differentiated instruction through modeling.</li> <li>➤ Coaches will assist teachers with data analysis of the Teaching Strategies GOLD Assessment Systems</li> </ul>
2	<p><b>Integrating Student use of Technology</b></p> <ul style="list-style-type: none"> <li>➤ Teachers will participate in a series of presentations and activities designed to increase student use of technology</li> <li>➤ Coaches will model activities and lessons that incorporate student use of technology.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coaches will assist teachers with student use of technology.</li> <li>➤ Collaborative meetings by grade level and/or content area to share activities that promote the effective student use of technology.</li> <li>➤ Technology department will assist teachers with student use of technology.</li> </ul>
3	<p><b>Common Core State Standards, NJCCCS, Next Generation Science Standards and Global Awareness</b></p> <ul style="list-style-type: none"> <li>➤ Standards Solution and Engaged Instruction will provide training on the state standards in English language arts/literacy, mathematics and science.</li> <li>➤ Standards Solution and Engaged Instruction will provide training in global awareness for each content area.</li> <li>➤ Coaches will model activities and lessons that incorporate these standards.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative meetings by grade level and/or content area to review standards based activities, lessons, and curriculum.</li> <li>➤ Collaborative meetings by grade level and/or content area to share activities that promote global awareness.</li> <li>➤ Coaches will assist teachers with creating activities and lessons that incorporate these standards.</li> </ul>
4	<p><b>Data and Assessments</b></p> <ul style="list-style-type: none"> <li>➤ LinkIt, Engaged Instruction and Standards Solution will provide training on creating rigorous assessments, analyzing assessment results, modifying instruction to meet student needs and reassessing to monitor growth.</li> <li>➤ Engaged Instruction and Standards Solution will provide professional development regarding the state assessments and embedding preparation into lessons for English language arts/literacy and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaboration during monthly meetings to infuse state like assessment questions into their lessons.</li> <li>➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies.</li> </ul>

5	<p><b>Mathematics Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Engaged Instruction and PLN will provide training in mathematics strategies that assist teachers in meeting the needs of all students.</li> <li>➤ Teachers will receive professional development regarding data analysis to inform their instruction of mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support mathematics instruction.</li> <li>➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in mathematics through co-teaching and modeling.</li> </ul>
6	<p><b>English Language Arts/Literacy Instruction</b></p> <ul style="list-style-type: none"> <li>➤ Engaged Instruction and PLN will provide training in English language arts/literacy strategies that assist teachers in meeting the needs of all students.</li> <li>➤ Teachers will receive professional development regarding data analysis to inform their instruction of English language arts/literacy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support ELA/literacy instruction.</li> <li>➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in mathematics through co-teaching and modeling.</li> </ul>

### 3: PD Required by Statute or Regulation

#### State-mandated PD Activities

- Alcohol, Tobacco, and Other Drug Prevention and Intervention
- Asthma
- Code of Student Conduct
- Electronic Violence and Vandalism Reporting System
- Equity and Affirmative Action
- Harassment, Imitation and Bullying (HIB)
- Integrated Pest Management
- Interscholastic Athletic Head Injury Safety Training Program
- Intervention and Referral Services (I & RS)
- Mandatory Gang Awareness Training for School Administrators
- McREL Teacher Evaluation System
- Potentially Missing/Abused Children Reporting (Department of Children and Families)
- Preschool Training
- Reading Disabilities (Dyslexia)
- Recognition of Substance Abuse
- Right to Know (Bloodborne Pathogens)
- School Safety
- Special Education Training
- Suicide Prevention

## 4: Resources and Justification

### Resources

#### In District

- We have scheduled five and one half professional development days for in-district workshops.
- Throughout the year, additional times are dedicated to support professional learning:
  - Coaching
  - Mentoring
  - Monthly meetings after school
  - Peer Observations
  - Professional Learning Communities
  - Quad D Teams
  - School Improvement Panel (ScIP)
  - Two 2-hour delay sessions
  - Weekly common planning time for teams of teachers

#### Additional outside professional resources include

- Camden County Curriculum Consortium
- ClassLink
- College of Professional and continuing Education, Rowan University
- EIRC
- Engaged Instruction, Inc.
- Global Compliance Network
- McGraw-Hill
- Houghton-Mifflin Harcourt
- Lexia
- LinkIt
- NJ Department of Education List of Providers
- Pearson
- Penn Literacy Network
- Standards Solution

## Justification

- A teacher survey (administered April 2016) indicates a need for additional professional development in the following areas:
  - Differentiated instruction
  - Student use of technology
  - Common Core State Standards, NJ Core Curriculum Content Standards, Next Generation Science Standards and Global Awareness
  - Data and assessments
  - Mathematics instruction
  - English Language Arts/Literacy instruction
- Based on the challenges of the Common Core State Standards and next generation assessments the district understands the importance of increased rigor within the classroom.
- Instruction and professional development will be driven by an analysis of the following assessments:
  - State assessments
  - Benchmark assessments
  - Teaching Strategies GOLD Assessment Systems
  - SGO assessments
  - Writing samples
  - Pre and Post assessments
  - Midterms, quarterly assessments and finals
- School leaders have conducted classroom walk-throughs and found evidence of a need for professional development in the areas listed above.

Signature: \_\_\_\_\_

**Superintendent Signature**

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**Date**