



Somers Point School District Professional Development Plan 2017-2018

District Name	Superintendent Name	Plan Begin/End Dates
Somers Point School District	Dr. Thomas Baruffi	July 1, 2017 – June 30, 2018

1. Professional Learning (PL) Goals

PL Goal NO.	Goals	Identified Group	Rationale/Sources of Evidence
1.	Ensure ongoing growth of teachers through research-based approaches to professional learning during the workday.	All instructional staff	<p>Rationale: Supporting collaborative learning and planning will allow teachers to systematically benefit from the synergy of the experience and practice of other teachers.</p> <p>Sources of Evidence: Results of Student Growth Objectives; PLC agendas; PLC Minutes; iObservation data; teacher surveys</p>
2.	Provide time within the school day/week for PLCs and other research-based approaches to professional learning.	All professional staff	<p>Rationale: Continue to focus on improving teaching and learning.</p> <p>Sources of Evidence: Results of Student Growth Objectives; PLC agendas; PLC Minutes; iObservation data; teacher surveys</p>
3.	Ensure that PLC discussions and other research-based professional learning experiences are used to inform practice.	teachers, teacher leaders, administrators	<p>Rationale: American Association of Colleges for Teacher Education. <i>The Clinical Preparation of Teachers: A Policy Brief</i>. 1307 New York Ave., NW, Suite 300, Washington, DC. 2012.</p> <p>Sources of Evidence: Results of Student Growth Objectives; PLC agendas; PLC Minutes; iObservation data; teacher surveys</p>
4.	Provide a robust and integrated system of evaluation and professional development that stresses continuous reflection by teachers, encourages innovation, considers experience, and supports collaboration.	All instructional staff, administrators	<p>Rationale: Improve teaching and learning.</p> <p>Sources of Evidence: iObservation data, professional development evaluations, PLC agendas and minutes, staff surveys</p>
5.	Identify model confidential peer support programs.	All instructional staff, teacher leaders, instructional coach	<p>Rationale: Support teachers who are struggling and those who voluntarily seek help with challenges.</p> <p>Sources of Evidence: staff surveys, teacher leader surveys, PLC feedback, peer coaching schedule and feedback</p>

6.	Restore district and school educator – based professional development committees.	Instructional staff	Rationale: Increase participation in professional development planning. Sources of Evidence: Meeting minutes, professional development plans, professional development evaluations
7.	Engage professional development committees, in concert with school leaders, in studying, developing, and recommending creative scheduling and other ways to support collaborative time for all teaching staff within the contractual day while still providing students with required instruction.	Professional Development Committees, administrators	Rationale: These staff members could address time for professional learning across the continuum – including interactions among novice teachers and experienced teachers; teacher-to-teacher support and growth experiences; PLC and team experiences; and other opportunities for teacher leader learning and interaction. Sources of Evidence: school schedules, PD committee agendas and minutes; PLC agendas and minutes
8.	Engage non-traditional professional development approaches to strengthen instruction.	Instructional staff, administrators, teacher leaders, PD committees	Rationale: This is designed to take place across grades/disciplines and to address the needs of other teaching staff members. Sources of Evidence: staff surveys, professional development evaluations, PD committee agendas and minutes.
9.	Support development of teacher leaders to act as instructional coaches and mentors.	Teacher leaders	Rationale: Instructional coaches can support the development of teachers in confidential, non-evaluative ways. Sources of Evidence: iObservation data, staff surveys

2. Professional Learning Activities

PL Goal NO.	Initial Activities	Follow-up Activities (As Appropriate)
1.	Supervisor of Curriculum will continue to share research –based approaches to professional learning with teacher leaders and all staff.	Attend PLCs to support teachers
2.	Train teacher leaders with PLC facilitation, create PLC schedule.	Meet with teacher leaders monthly, monitor PLC agendas and minutes.
3.	Meet monthly with teacher leaders. Supervisor of Curriculum will share research-based professional learning experiences with all staff.	Additional professional learning experiences for staff as needed

4.	Continue Peer Observation practice. Administrators will conduct non-evaluative walkthroughs for the purposes of feedback only.	Provide support on how to conduct peer observations. Provide support on best practices for walkthroughs.
5.	Peer Observation practice.	Provide support on how to conduct peer observations
6.	Recruit staff for professional development committees.	Meet regularly to participate in professional development planning.
7.	Supervisor of Curriculum will work with administrators to monitor and adjust schedules and provide opportunities for teacher support.	Provide opportunities for novice teachers, teacher-to-teacher support and growth experiences, PLC and team experiences, and opportunities for teacher leader learning and interactions.
8.	Make use of non-traditional professional development approaches, such as: e-newsletters, website resources, and professional learning networks.	Provide these resources to instructional staff.
9.	Provide training to peer coaches in instructional coaching.	Support a program in instructional coaching to improve teaching and learning.

3. PD Required by Statute or Regulations

State-mandated PD Activities
<ul style="list-style-type: none"> • Dyslexia • Harassment, Intimidation and Bullying • Substance Abuse • School Safety • Law Enforcement Operations • Gang Awareness • Code of Student Conduct • Potentially Missing/Abused Child Reporting • EVVRS • Communicable Diseases • Use of Nebulizer • Asthma • Diabetic Student Health Plan • School Nurse Delegate for Glucagon • Training of Delegates for Epinephrine Administration • General Student Needs Recognition • Bloodborne Pathogens • Alcohol, Tobacco, and Other Drug Prevention and Intervention • Educator Evaluation • Ethics, Law, Governance, Harassment, Intimidation, and Bullying • Bilingual Education Inservice Training

- Equity and Affirmative Action
- Integrated Pest Management
- Special Education Training
- Preschool Training
- Teacher Mentor Training

4. Resources and Justification

Resources

District, Title I, and Title II funds will allow for the implementation of this plan through the acquisition of professional development providers, substitutes to allow for training and PLC work, and out of district workshops when applicable. In addition, the district will appropriate time to allow teachers and administrators to meet the above goals. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The school schedule includes three full days of professional development and six early-dismissal days for the purpose of professional development. Teacher leaders will lead collaborative teams at each grade level in each school.

Justification

This plan encompasses areas mandated by the New Jersey Department of Education, identified needs in the district, items outlined in the District Strategic Plan, and activities that are supported by research. High quality professional learning experiences are necessary to support these initiatives and improve educator's practice. Emphasis will be placed on the functioning of PLCs, promoting teacher leadership, promoting teachers and administrators as reflective practioners, and effective use of data to inform instruction at the student, class, school, and district levels.

Signature: _____

Superintendent Signature

Date