

Warren Hills Regional School District

**Warren Hills Regional Middle School
Warren Hills Regional High School**

**LOCAL PROFESSIONAL DEVELOPMENT PLAN
2015-2016**

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Needs Assessment

Raw data and anecdotal data were reviewed from multiple sources to direct the district plan of the 2015-2016 school year. This includes, but is not limited to, the following:

- New Staff Orientation Evaluations
- New Staff End-of-Year Evaluations
- Mentor Training and Mentoring Program End-of-Year Evaluations
- Monthly New Staff Meetings Evaluations
- April 2015 Faculty Survey from Survey Monkey
- Administrative Team Meetings Input
- Middle States/Excellence by Design Meetings
- School Improvement Panels
- District Evaluation Advisory Committee

Professional Development Themes Based on the Needs Assessment

Several professional development themes emerged as a result of the needs assessment.

New Staff Orientation
August 17, 18, and 19, 2014

The new staff reported they liked the list of items below:

- The welcome and introductory energizer that featured administrators introducing the new staff along with all of the “who to go to for what” pictures
- An overview of Rubicon ATLAS, the online, software management system for the district’s curricula
- Modeling of Marzano’s elements by the facilitator as a way to learn the Domains and Elements of the Marzano Model for Teacher Evaluation
- The materials explaining the Marzano Model and the SGO information and resources
- An overview of how teachers will be evaluated and the evaluation weights
- The gifted book *The First Days of School* by Harry Wong
- The field trip to Kean University to attend a full day training on “Classroom Management: the Keys to a Successful Classroom” by Harry and Rosemary Wong, and Chelonda Seroyer

The new staff offered suggestions for next year’s orientation program:

- A tutorial by technology staff on how to set up Infinite Campus and grade books [Note: New teachers were asked to set individual appointments for this training.]
- A mini-session on using the MAC/Outlook mail system
- More modeling of sample teachers’ SGO
- Broken the Marzano training into two days

Some specific comments noted on the new staff’s evaluations on the field trip to Kean University included:

- “You picked a great trip. I really enjoyed all of the speakers and learned a lot. I was actually excited to make my management plan.”
- “I enjoyed the whole day! It was very informative.”
- “You organized an amazing field trip and provided us with the opportunity to participate in this wonderful professional development!”
- “It was a great experience, as was the overall new staff orientation program.”

New Staff End-of-Year Evaluations Monthly Meetings 2014-2015

There were a total of 8 monthly meetings for the new staff. Topics included modifications and accommodations for students with special needs, 504's, and English Language Learners; classroom management; motivational strategies; PARCC and test preparation strategies; best practices; teachers' voices panel; policies overview; and teacher leadership. Evaluations of each of the meetings were done to monitor the feedback of the monthly meetings

Overall, the new staff commented on their end-of-year evaluations the topics were beneficial to their practice. One of the suggestions was to differentiate new staff training for teachers new to our district, but not new to teaching.

Some specific comments noted on the new staff's forums included the following:

- The modification materials provided and the presentation was informative for any student.
- Meeting with the new teachers and knowing they have similar concerns were beneficial.
- The presentation reinforced some of the previous practices and made the new staff feel good about what they were doing in the classrooms.
- Learning the format and content of the PARCC and the kinds of questions assisted the new staff in considering how they ask questions.
- The presenter gave an interactive session and modeled how to incorporate applications into the classroom.
- The open session and panel was conducive for sharing strategies, concerns, and practices.
- The session provided ways to get more involved in the school community.

Mentor Training and Mentoring Program 2014-2015

The mentors for the new staff were selected based on the criteria and guidelines in the Local Mentoring Plan 2014-2015. During the mentor training session, mentors were provided information on the new NJDOE mentoring requirements, a copy of the Local Mentoring Plan 2014-2015, directions on completing the mentoring log template, delineation of roles and responsibilities, the “no fault” agreement, and selected policies to review with the novice teachers. During the school year, mentors were given the

opportunity to meet with the Director of Curriculum and Instruction on an as needed basis in order to provide differentiated needs.

The evaluations of the mentor training and the 2014-2015 mentoring program indicated both were beneficial. One of the major suggestions was to match the new teacher's preparation and conference period with the mentor's preparation and conference period wherever possible.

Faculty Survey
Professional Development Needs
April 2015

Approximately 70% of the certificated staff responded to the April 2015 survey posted on Survey Monkey. Question 4 asked, "What additional professional development training would be beneficial for the 2015-2016 school year?"

The major themes of the responses follow:

- Collaborative, Common/Shared Planning Time
- Content Specific
- Technology
- Learn for Each Other
- Structured Time to Build Professionally
- Time to Prepare Effective Lessons
- Curriculum Development
- Special Education
- Marzano Teacher Evaluation

Middle States
Excellence by Design Meetings

The meetings focused on sub-committee work related to the four Excellence by Design objectives:

- Academic Achievement
- Community Engagement
- 21st Century Skills
- Communication

Sub-committees were given the opportunity to meet during some of the professional development time in order to conduct their research, hold discussions, prepare surveys, and to write proposals to be considered by the EBD District Steering Committee.

During the 2014-2015 school year, many surveys were posted by several sub-committees on Survey Monkey to gather data as part of the proposal process: Marzano Peer Sharing, Articulation, Parent Seminars, 21st century workshops, improving math scores, academic assessments, bell schedule, mobile devices, Twitter, academic supports, TV show, and attendance. Proposals brought forth to the District Steering

Committee included GPA, Cell Phone, Google Apps Committee, and “Streak Nation” [to be transferred to a new club proposal].

School Improvement Panels
Warren Hills Regional Middle School
Warren Hills Regional High School

Two meetings were held during the 2014-2015 school year. Materials were distributed regarding the NJDOE August 2014 ScIP requirements, ScIP composition and structure, ScIP’s role in identifying professional development opportunities for teachers and supporting the district’s mentoring plan, new definition of professional development, the standards for professional learning, along with the Local Mentoring Plan 2014-2015.

Professional Development Goals

To determine the school level and district goals, a cross-section of stakeholders were consulted: faculty, administrators, and board of education members.

Middle States Goals Excellence by Design (EBD) Model

Excellence by Design is a self-study and accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol, developed by the Middle States Commission on Secondary Schools (MSCSS) of the Middle States Association of Colleges and Schools, links various planning and school growth and improvement efforts. EBD leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, EBD is a future-oriented and visionary process. In addition, the protocol provides for a *continuous* review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of Warren Hills Regional School District. The purpose of EBD is to provide a framework and process to guide our school's efforts to achieve excellence in student performance and to achieve accreditation by the Middle States Association of Colleges and Schools—The Gold Standard.

There are four overarching district goals delineated in the district's Middle States plan:

- By the year 2020, students of the WHRSD will demonstrate measurable growth in academic areas;
- By the year 2020, the WHRSD will support a technology structure that promotes the advancement of 21st century skills;
- By the year 2020, the WHRSD will increase opportunities and enhance its methods of communication among all stakeholders; and
- By the year 2020, all stakeholders of WHRSD will demonstrate increased interest and engagement in school and community activities.

(Refer to the Appendix for the subcommittees of each goal.)

District WHRSD Superintendent and BOE Goals

Annual goals are established by the Superintendent and the board of education. For the 2015-2016 school years, these goals have been established. The bell schedule goal has been the most prominent and pervasive goal, affecting district faculty and administration.

- Review, research, assess, and recommend fiscal efficiencies in the instructional and operational / non-instructional components or the 2016-2017 district budget.
- The middle school Gifted & Talented program for grades 7-8 will be reviewed, assessed, researched for optimal methodologies resulting in recommendations for modification as may be appropriate.

- Resources in time and outside expert consultation will be made available to the Middle and High School Bell Schedule (EBD) committees so that each may fully and fairly consider future modifications to their respective daily instructional schedules in grades 7-8 and 9-12 independently.

Professional Learning Communities (PLC)

Faculty, administration, and board members understand the importance of professional learning communities and their connection to the professional learning standards and best practices. To this end, one of the major themes and professional development goals for the 15-16 school year is to establish the foundation for collaborative practice as faculty explores possibilities for using professional learning communities to affect student learning and student achievement.

More specifically, the collaborative meeting time choices include:

- Exploring best practices;
- Exploring authentic ways to use technology in the classroom;
- Examining multiple measures of data—diagnostic assessments, markers of future success, etc.;
- Sharing effective instructional strategies;
- Researching element(s) in the Marzano Resource Library in iObservation;
- Developing a common assessment for a unit of learning;
- Exploring resources for upcoming units;
- Reviewing and improving programs and services;
- Examining the use of protocols from the October 12th in-service and/or the book of protocols; and
- Viewing online SAFE SCHOOLS trainings.

**Connecting to the
Professional Learning Standards**

As a statement of assurance, all of the New Jersey Professional Standards for Teachers (NJPST, 2014) are addressed in this Local Professional Development Plan:

- Standard One—Learner Development
- Standard Two—Learning Differences
- Standard Three—Learning Environments
- Standard Four—Content Knowledge
- Standard Five—Application of Content
- Standard Six—Assessment
- Standard Seven—Planning for Instruction
- Standard Eight—Instructional Strategies
- Standard Nine—Professional Learning
- Standard Ten—Leadership and Collaboration
- Standard Eleven—Ethical Practice

Professional Development Resources

Professional development time is allotted throughout the school year by the professional development calendar, along with providing time for specialized groups to meet such as the PARCC Core Teams for English Language Arts and Mathematics and several cluster articulation meetings. Additionally, the Board of Education fiscally supports professional development in-district presenters and out-of-district workshops, conferences, and special events.

Both of the schools' libraries/media centers have a professional development collection with additional online databases.

Technology training is also offered throughout the school year by the technology staff.

Evaluations of Professional Development

Evaluations of the presenters, workshops, and conferences are ongoing throughout the school year. Whether the new staff monthly meetings, the Warren Hills Cluster Curriculum Committee meetings, or the professional learning communities workshops, feedback is collected and analyzed in order to ensure meaningful professional development experiences for the faculty.