

WARREN HILLS REGIONAL SCHOOL DISTRICT

WARREN COUNTY

LOCAL PROFESSIONAL DEVELOPMENT PLAN

2021-2022



The Warren Hills Regional School District challenges and empowers a dynamic, diverse student body in a supportive learning environment by providing academic and co-curricular opportunities to become successful, productive members of the global community.

PART I: **NEEDS ASSESSMENT**

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

- New Staff Orientation Evaluations and Surveys
- Mentor Training Evaluations and Surveys
- Monthly New Staff Meetings Evaluations
- Articulation Meetings
- Faculty Surveys
- Professional Learning Communities Feedback
- Administrative Team Meetings Input
- Assessment Results, AP Score Reports, and Other Multiple Measures

Professional Development Themes **Based on the Needs Assessment**

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

New Staff Orientation

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;
- 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; and
- An overview of how teachers will be evaluated and the evaluation weights.

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

- More time on the Rubicon ATLAS curriculum mapping training

New Staff End-of-Year Evaluation Surveys **Monthly Meetings**

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; test preparation strategies; best practices; teachers’ voices panel; policies overview; and teacher leadership. Evaluations were done to monitor the feedback of the monthly meetings

Overall, the new staff commented on their evaluations the topics were beneficial to their practice.

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 NJSLA 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; and
- The session provided ways to get more involved in the school community.

Mentor Training and Mentoring Program Survey

The mentors for the new staff were selected based on the criteria and guidelines in the Local Mentoring Plan 2020-2021. During the mentor training session, mentors were provided information on the new NJDOE mentoring requirements, a copy of the Local Mentoring Plan 2020-2021, 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 administration on an as needed basis in order to provide differentiated needs.

The evaluations of the mentor training and the mentoring program indicated both were beneficial, and 100% of the mentors reported their mentoring experience was positive, and they offered no changes to the program.

Professional Development Needs of Faculty

The faculty expressed the need to continue to integrate Google Drive and Google Classroom trainings into their educational practice, along with additional topics, such as engaging literacy practices across the curriculum, using Chromebooks in a 1:1 learning environment, utilizing PLC's to improve instructional practice and student learning, researching assessment data systems for instructional decision-making, and content-specific professional development, such as incorporating technology in ways that enhance student understanding in math.

Note: Due to COVID-19 and the remote learning environment in spring of 2020, many faculty members expressed their enhanced technology needs during this unforeseen circumstance.

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

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. This is a required committee and the ScIP roles and responsibilities continue to be needed in the district's assessment on an as needed basis. The ScIP has input into the district's professional development plan.

Professional Development Goals

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

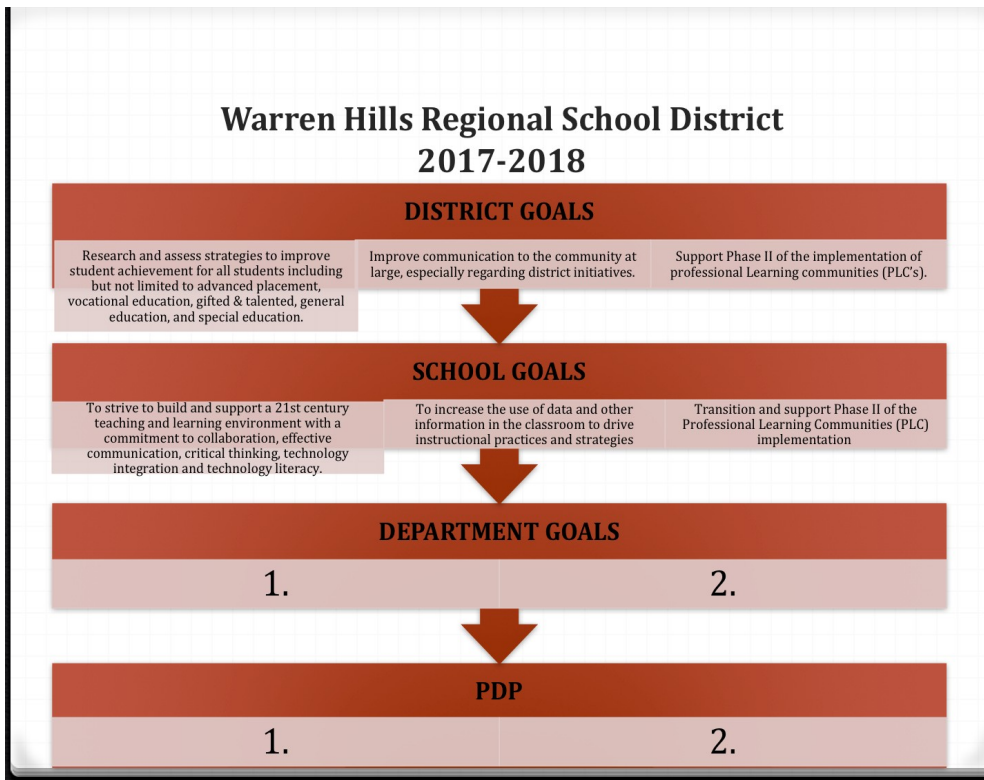
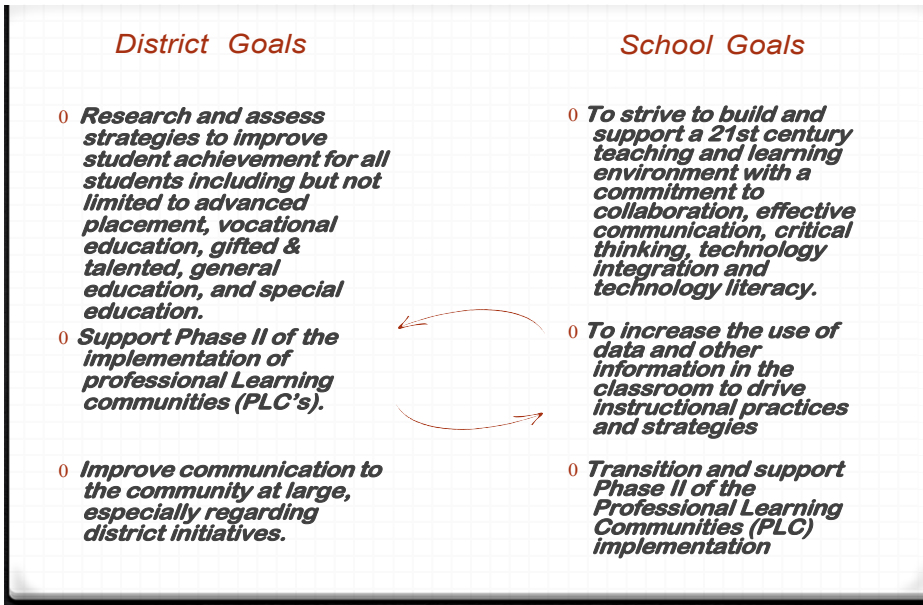
District WHRSD Superintendent and BOE Goals

Annual goals were established by the Superintendent and the board of education:

1. Implement and support strategies to improve student achievement for ALL students, including but not limited to, Advanced Placement, Vocational Education, Gifted & Talented, General Education and Special Education through course offerings, the 1:1 technology initiative, and enhanced PLCs.
2. Continue vertical articulation within the WHRSD cluster with a focus on increased achievement for students in grades 6-9.
3. Create a comprehensive, collaborative plan, involving district stakeholders, focused on the systematic implementation of the revised Future Ready Schools initiative.

Alignment of District, School, Departmental and Individual PDP Goals

Administration, departments, and teachers utilized an online template to align the district, school, departmental, and individual PDP goals for the school year, along with a reflective online form to note and to monitor progress. An example follows:



Example of Aligning Departmental Goals to Individual PDP Goals

FINE ARTS

Department Goal #1 (aligned to student achievement)

Collaborate with colleagues to promote discussions of 21st century teaching and critical thinking

Possible PDP Goals

- *Observe fellow teachers, focusing on classroom management and procedures. Provide feedback, constructive criticism and praise where appropriate.*
- *Work on awareness, recruitment, enrollment, and of students in performing arts/music classes through advanced contact with elementary programs, utilizing performance opportunities and keeping abreast of guidance scheduling trends.*
- *Or?*

Department Goal #2 (aligned to PLCs)

Examine data to identify areas in need of improvement with student progress

Possible PDP Goals

- *Use Microsoft forms and audio file technology to facilitate assessments, get feedback and communication of data regarding achievement levels*
- *Design projects in all art areas that promote similar art concepts (elements and principles of art). Elaborate further on subjects learned from previous sessions or levels (art history, famous artists, etc.)*
- *Or?*

HEALTH AND PHYSICAL EDUCATION

Department Goal #1 (aligned to student achievement)

Collaborate between various PLC/level groups to promote consistency for more diverse student learning experiences

Possible PDP Goals

- *Meet between PLC groups to align curriculum between levels*
- *Observe fellow teachers, focusing on student language production. Provide feedback, constructive criticism and praise where appropriate*
- *Or?*

Department Goal #2 (aligned to PLCs)

Examine data to identify areas in need of improvement with student progress

Possible PDP Goals

- *Use data to modify curriculum where there are gaps, redundancies*

WORLD LANGUAGES

Department Goal #1 (aligned to student achievement)

Collaborate between various PLC/level groups to promote program consistency

Possible PDP Goals

- *Meet between PLC groups to examine curricular best practices*
- *Observe fellow teachers, focusing on student language production. Provide feedback, constructive criticism and praise where appropriate.*

Department Goal #2 (aligned to PLCs)

Examine data of student work in language production to increase proficiency in speaking and writing

Possible PDP Goals

- *Create speaking and writing activities that support increased proficiency in speaking and writing*
- *Use AAPPL test data to examine curricular gaps, redundancies, strengths*
- *Or?*

Professional Learning Communities (PLC) Goals

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 school year was to “support the continued implementation of the PLC’s” as faculty continued to establish collaborative practices, exploring possibilities for using professional learning communities to affect student learning and student achievement.

More specifically, the PLC collaborative meeting time during department and/or faculty meeting time included, but not limited to, the following:

- Development of departmental PLC groups;
- Creation of PLC group norms;
- Benefits of PLC’s and how they affect student learning and student success;
- Process, reasons, and application of unpacking the new New Jersey Student Learning Standards (NJSLS);
- Developing a common assessment and its import;
- Examining data to inform curriculum and instruction;
- Examining evidence of student mastery;
- Examining assessments for depth of knowledge and rigor; and
- Examining the curricular alignment, both vertically and horizontally.

Connecting to the Professional Learning Standards

As a statement of assurance, all of the New Jersey Professional Standards for Teachers (NJPST, 2014) were addressed in the 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 was allotted throughout the school year by the professional development calendar, along with providing time for specialized groups to meet such as the Warren Hills Cluster Curriculum Committee for English Language Arts and Mathematics and several other content-area cluster articulation meetings. Additionally, the Board of Education fiscally supported professional development in- district presenters and out-of-district workshops, conferences, and special events.

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

Technology training was also offered throughout the school year by the technology staff on Google Suite and Google Classroom. Additionally, the Technology Coordinator presented after school “Lightning PD” on several technology topics, and described a “Tech Tip” weekly in both the middle school’s and high school’s principal’s e-mail communication to the faculty. One example follows:

“Tech Tip - [A Hyperdoc Unit that will blow your mind!](#)

Ok, maybe that title was a little click-baitish, but it was the title of blog post that I came across last week. I’m always on the lookout for new and different ways to integrate technology into instruction and this unit has some good ideas! Hyperdocs have been around for 10+ years, but they have gained more recognition lately as an instructional tool to empower students to take more control of their learning and have more academic choice. The blog post features one hyperdoc infused ELA unit, but offers some ideas that can be utilized in other content areas as well. If you’d like more info on setting up hyperdocs, please let us know.”

Evaluations of Professional Development

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

Funding for 2021-2022 Professional Development

The Warren Hills Regional School District Board of Education is the major funding resource for the *2021-2022 Local Professional Development Plan* and the *2021-2022 Local Mentoring Plan*. As delineated in the district's 2021-2022 budget, professional development is part of the curriculum department's budget. Additionally, Title II funds have been allotted from the FY ESEA budget, and this grant has been "substantially approvable."

Professional development funds may be utilized to provide the following: fees for professional development presenters, workshop registration, travel and mileage, substitute teachers, training materials, mentor payments, and/or additional professional resources. The local board of education must approve the fiscal components as of the NJDOE May 2014 regulation. *

Source: New Jersey Department of Education "Overview of 2014 New Jersey Teacher Mentoring Regulations (N.J.A.C. 6A 9-8), April 2014.

THE 2021-2022 LOCAL PROFESSIONAL DEVELOPMENT PLAN

For the 2021-2022 school year calendar, there are two full days and five half-days for professional development. During this time frame, professional development will address the following topics based on the district's needs:

- Building professional learning communities [PLC] for sustained improvement and ways to use PLCs to affect curriculum, instruction, and/or assessment;
- Continuing to utilize the student information system *Genesis*' features and its application to school and district communication, grading, reports, and other information;
- Examining data from multiple sources in order to establish SMART goals to affect student learning and student achievement [Student Growth Objectives];
- Incorporating technology that allows teachers to access data quickly, monitor progress of students, differentiate instruction to create personalized and authentic learning, especially in a remote learning environment;
- Revising curricula to the updated New Jersey Student Learning Standards [NJSLS] in light of the NJDOE's Curriculum Implementation Schedule released June 3, 2020;
- Building and supporting a 21st century teaching and learning environment with a commitment to collaboration, effective communication, critical thinking, technology integration and technology literacy;
- Reviewing the Marzano Model of Teacher Evaluation and *Achieve NJ* updates to develop instructional practices that engage, empower, and motivate;
- Improving student performance and engagement in mathematics and addressing literacy across the curriculum; and
- Completing the annual NJDOE required trainings.

Additionally, there will be content-specific professional development, along with professional development connected to approved action plans.

As a statement of assurance, all of the New Jersey Professional Standards for Teachers (NJPST, 2014) are addressed in the *2021-2022 Local Professional Development Plan*.

Note: The *2021-2022 Local Mentoring Plan* is a separate document that delineates in detail the requirements of the April 2014 NJDOE regulations regarding new staff orientation and training, along with the mentoring application, selection, and program training. Please review this reference for more information.