



Optional District Professional Development Plan (PDP) Template

District Name	Superintendent Name	Plan Begin/End Dates
Parsippany Troy Hills School District	LeRoy Seitz, Ed.D.	Sept. 2015 – June 2016

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Support teachers and build their capacity for developing high-quality SGOs that align with state criteria and set challenging but attainable targets for students through sensible assessment strategies.	All Teachers	<ul style="list-style-type: none"> ● SGOs are a requirement of Achieve NJ. ● The relevancy of this goal is supported by data from a staff survey (administered in June of 2014), information from annual teachers evaluations (conducted May to June of 2014), and mandates indicated in the NJDOE Achieve NJ regulations. ● SGOs are a requirement of the evaluation initiative for all teachers. ● This goal aligns with the district’s priority of preparing all educators for the implementation of Achieve NJ.
2	Continue professional discussions about Standards Based Grading through PLC’s and other PD opportunities.	K-8 Teachers	<ul style="list-style-type: none"> ● Feedback from SCIP’s across the district identified an interest in learning more about SBG. ● PTHSD has done a good amount of research with Standards Based Grading in prior years. ● The philosophy behind Standards Based Grading is one that many teachers embrace and support.



3	Build capacity of teachers in aligning lesson plans and assessments with standards (CCCS and NJCCCS), and the format and rigor of the PARCC assessment	All Teachers	<ul style="list-style-type: none">● Increasing students' performance on state standardized test is a district goal, and the primary focus of building site-based objectives● Close alignment between standards, instruction and assessments will ensure optimal performance on state assessments
4	Balanced Literacy utilizing Fountas and Pinnell to inform instruction tailored to the needs of students	Elementary Teachers	<ul style="list-style-type: none">● A more traditional approach was not meeting the need of developing readers.● Attendance at various state meetings and professional development workshops showed that Balanced Literacy and Guided Reading were popular initiatives that would fit our needs well.● We identified the need to support teachers in building a community of readers through teacher support, collaboration with peers, and opportunity for independent reading with the balanced literacy approach.● We aim to provide students with good literacy habits by engaging them in more meaningful literacy activities through quality texts for developing reading skills and comprehension.● A main component of Balanced Literacy is Guided Reading where teachers work with smaller groups that are at similar stages of reading development. The goal is to create independent strategic readers that utilize skills and strategies to successfully read complex text and grow as readers.



<p>5</p>	<p>Training with technology, including iPads, Google, Google forms, Google Docs, Interactive Classrooms, Genesis</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> ● Using interactive classrooms to deepen learning opportunities for students. ● Utilizing Genesis for lesson planning and archiving ● The district implemented a one to one iPad initiative in 2013-2014. This will be the third year of the program. ● All teachers throughout the district use a variety of technology like desktop computers, laptops, Macbooks, cameras, ELMO's, and a variety of software packages.
<p>6</p>	<p>Increase staff awareness of culture and climate factors, and build staff capacity to respond effectively to culture and climate needs.</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> ● It is a district initiative to examine the culture and climate, and address issues and concerns. ● The United Way, YEA/CSE, conducted a survey at each school throughout the district. Climate and Safety Teams analyzed this data and made recommendations for the 2014-2015 school year. ● Following up with the school climate teams to keep the pulse on the progress of the recommendations
<p>7</p>	<p>Address our high percentage of classified / special education students</p>	<p>All Teachers</p>	<ul style="list-style-type: none"> ● Importance of providing the necessary support to the special needs students and teachers of the district ● Reduce the number of classified students by utilizing the early intervention and I&RS programs ● Develop strong support systems throughout every school community that prevent the need for classification, if possible ● Provide more information on the ADD/ ADHD learner



8	Differentiated Instruction	All Teachers	<ul style="list-style-type: none">● Differentiation is identified as an area of need in many of the elementary and secondary schools.● Supporting the creation and fine tuning of Differentiation strategies in all subject areas● Close alignment between instruction, standards and assessments will ensure optimal performance on state assessments● analyze student data to tailor instruction to meet the needs of all students● Incorporate skills and strategies for ELL students
9	Training on the new science program, Science Fusion.	Elementary Teachers	<ul style="list-style-type: none">● New science standards have been adopted by the state of NJ● Science Fusion is aligned with the Next Generation Science Standards, NGSS● The training will help teachers transition to the NGSS and incorporate a more hands on approach to teaching science.● The training will familiarize teachers with the three components of the new science program: written resources, online resources, interactive kits.



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Teachers will participate in a series of presentations and work sessions designed to build capacity in creating appropriate SGOs (September to June) ● Teachers will be trained in creating a common, standards-aligned, high-quality assessment in each department to be used in the development and monitoring of SGOs. ● Teachers will participate in presentations and activities to increase awareness and understanding of assessment literacy and data driven instruction. ● Teachers will be trained in using formative assessments to track students' progress toward attainment of SGOs. ● This will be monitored by the SGO Committee of DEAC. 	<ul style="list-style-type: none"> ● Teachers will be made aware of, and given time to review NJDOE– Achieve NJ web resources that provide guidance on SGO creation. ● Department supervisors and building administrators will provide ongoing guidance. ● Curriculum days, department meeting time, faculty meeting time and team meeting time will be designated for SGO review, and modification. Teachers will analyze data to ensure that targets are appropriate. ● Teachers will reflect on the quality of other pre-existing assessments and revise as necessary to align with the quality of the common SGO assessment. ● Content supervisors will provide follow-up support as needed for individual teachers and teams. ● Teachers will analyze students' expected vs. actual performance on SGO assessment in order to establish more meaningful targets.
2	<ul style="list-style-type: none"> ● Continued discussions about trends and research. ● This will be monitored by the Director of Elementary Education. 	<ul style="list-style-type: none"> ● Continued discussions about trends and research.
3	<ul style="list-style-type: none"> ● Teachers will be made aware of the following web resources: ● PARCC Online - PARCCOnline.org ● The New Jersey Educator Resource Exchange-http://njcore.org/ ● Teachers will participate in turnkey training, facilitated by district staff, focused on lesson/standard alignment and PARCC preparation. ● This will be monitored by the Assistant Superintendent of Academics. 	<ul style="list-style-type: none"> ● Principals and supervisors will survey teachers and staff to determine the effectiveness of professional development activities. ● Teachers will reflect on the quality of pre-existing lessons and revise as necessary to align with the requirement of mandated standards. ● Principals and supervisors will review teachers' planning documents and student work folders and provide feedback and guidance to teachers ● Teachers will share successful lesson ideas during department and supervisor meetings. Web platforms such as Google Docs, Drop Box and Share Point will also be utilized.



4	<ul style="list-style-type: none"> ● On-going professional development. ● Fountas and Pinnell Benchmark Assessment ● Teachers will incorporate high quality text into their reading instruction through expanding classroom libraries. ● This will be monitored by the Director of Elementary Education. 	<p>tinued assessment throughout the school year.</p>
5	<ul style="list-style-type: none"> ● Google training: docs, forms, interactive classrooms ● Teachers will continue to be offered professional development opportunities through turn-key training on various devices and programs. ● This will be monitored by the Assistant Superintendent of Academics. 	<ul style="list-style-type: none"> ● Regular training through faculty meetings, P&C's, and pull out sessions. ● Regular discussions and presentations on how iPads are being utilized through 9th Grade Team.
6	<ul style="list-style-type: none"> ● A climate survey was conducted by the United Way, YEA/CSE and data was only reviewed toward the end of the 2013-2014 school year. ● Further analysis, plans and progress should be discussed. ● This will be monitored by the Executive Director of Special Services. 	<ul style="list-style-type: none"> ● Plans developed by the climate teams should be considered and carried out. ● Assessment of climate team plans and progress (self-assessment, school survey)
7	<ul style="list-style-type: none"> ● Identifying the needs of special education students ● Refresher training on co-teaching ● Refresher training on response to intervention ● This will be monitored by the Executive Director of Special Services. 	<ul style="list-style-type: none"> ● Adapting curriculum and assessments to support co-teaching and needs of special education students ● Supports for differentiated Instruction ● Ongoing discussions about the needs of the students / teachers of special education students
8	<ul style="list-style-type: none"> ● Training on Differentiation strategies and discussions with the child study teams to support individual students ● Supporting the creation and fine tuning of Differentiation strategies in all subject areas ● Time for planning these strategies with colleagues 	<ul style="list-style-type: none"> ● Follow up and assessment of the effectiveness of the differentiation strategies ● Fine tuning of differentiation strategies through on-going assessment



	<ul style="list-style-type: none"> ● Close alignment between standards, instruction and assessments will ensure optimal performance on state and district assessments 	
9	<ul style="list-style-type: none"> ● A consultant will train teachers on the new elementary science program on September 2nd (grade level teachers k, 1 and 2) and November 3rd (grade level teachers 3, 4 and 5) ● Teachers will also participate in one of the STEAM activities that they will be responsible for teaching during the school year. 	<ul style="list-style-type: none"> ● On-going feedback and assessment of the newly implemented Science Program and curriculum. ● Teachers will be able to share their experiences with grade level teachers using a Google Doc

3: PD Required by Statute or Regulation

State-mandated PD Activities
<ul style="list-style-type: none"> ● Americans with Disabilities Act ● Harassment, Intimidation and Bullying ● Affirmative Action, Non-Discrimination, Equity ● Potentially Missing, Abused or Neglected Children ● Suicide Awareness ● School Security ● Substance Abuse ● Blood Borne Pathogens ● FERPA – Family Education Right to Privacy ● Gang Awareness ● Right To Know ● Teen Dating Violence ● Dyslexia ● Asthma ● Diabetes ● Allergy Management/Food Allergies



4: Resources and Justification

Resources

To meet the PL needs of the district's' schools per this plan \$154, 128 has been allocated for this purpose. This amount comes from a combination of state and federal funds. During the school year 4 full days have been dedicated to professional development.

Justification

Our district recognizes the importance of consistent and successful implementation of CCSS (and subsequent PARCC assessment) and Achieve NJ. Further, at the elementary level, our district is in need of programmatic alignment among our ten elementary schools. To this end, we will be focusing on balanced literacy K -5 and standards-based grading for grades 1-5. At both the secondary and elementary levels there is a need for continued technology training on new programs and equipment. In the area of Pupil Personnel Services, a high classification rate and school climate are areas of focus after a data analysis of both special education programming and climate surveys. Across the district's fourteen schools there is a need for training with differentiation strategies to support students.

Signature: _____

Superintendent Signature

Date