

# Woodbury Public Schools

## Gloucester County

### Professional Development Plan 2008-09



25 North Broad Street  
Woodbury, NJ 08096

# **PROFESSIONAL DEVELOPMENT PLAN TABLE OF CONTENTS**

## Preface

- a. Local Professional Development Plan Checklist
- b. Table of Contents

## I. District Profile

- a. District Profile Sheet 1
- b. Local Professional Development Committee Profile Sheet 2
- c. District Goals 3

## II. Reflection on Previous Year's Plan

- a. Summary of positive aspects of 2006-07 4
- b. Identification of challenges 4
- c. Four tiered narrative reflection 5-9

## III. District Professional Development Needs

- a. Narrative explanation needs assessment process 9
- b. List of professional development needs 9-10
- c. Copy of needs assessment instruments 23-26

## IV. District Professional Development Vision and Goals

- a. Vision statement 11-12
- b. List of professional development goals 12-13

## V. District Professional Development Opportunities

- a. List of professional development opportunities 14-15
- b. Identification of resources 15-16
- c. Explanation of plan alignment 16-17
- d. NCLB connection 15-17

## VI. Evaluation of the Professional Development Program

- a. Explanation of ongoing evaluation 18
- b. Description of how the plan builds on previous plans 18-19
- c. Explanation of evaluation for subsequent plans 18-19
- d. Evaluation Form Samples I & II 20-22

**I.**  
**District Profile**  
**DISTRICT PROFILE SHEET**

*Name of District:* Woodbury Public Schools

*District Code:* 5860

*Address:* 25 North Broad Street  
Woodbury, NJ 08096

*County:* Gloucester

*County Code:* 15

*District Factor Group:* B

*Chief School Administrator:* Joseph Jones III

*Type of District:* PreK-12

<i>Building Names:</i>	<i>Code</i>	<i>Grades</i>	<i>Enrollment</i>	<i># Prof. Staff</i>
Evergreen Avenue	090	Pre-K-5	319	30
Walnut Street	100	K-5	104	11
West End	110	K-5	350	35
Jr./Sr. High	050	6-12	819	78

## LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE PROFILE SHEET

**Name of District:** Woodbury Public Schools

**County:** Gloucester

***Names of Professional Staff Members Elected to Committee:***

Name:	Position:	Term Expires (m/y):	E-mail:	Signature
Betty McKenna	Teacher	9/09	<a href="mailto:bmckenna@woodburysch.com">bmckenna@woodburysch.com</a>	_____
Joe Pegues	Teacher	9/08	<a href="mailto:jpegues@woodburysch.com">jpegues@woodburysch.com</a>	_____
Fran Wiczerzynski	Teacher	9/09	<a href="mailto:fwiczerzynski@woodburysch.com">fwiczerzynski@woodburysch.com</a>	_____
*Dianne Clement	Teacher	9/08	<a href="mailto:dclement@woodburysch.com">dclement@woodburysch.com</a>	_____

***Names of Administrators Appointed to Committee:***

Name:	Position:	Term Expires (m/y):	E-mail:	Signature
Alysa Cummings	Curriculum	9/09	<a href="mailto:acummings@woodburysch.com">acummings@woodburysch.com</a>	_____
Dr. Jeff Adams	Spec. Ed.	9/09	<a href="mailto:jadams@woodburysch.com">jadams@woodburysch.com</a>	_____

***\*chairperson***

***Woodbury Public Schools, Gloucester County***

## **WOODBURY PUBLIC SCHOOLS**

### **DISTRICT GOALS:**

Each of our students will achieve personally challenging goals, related to academics, co-curricular activities, and service to the community.

No later than 2014, 100% of our students will achieve proficiency on each state-mandated assessment by meeting Adequate Yearly Progress.

100% of our students will earn a high school diploma.

All graduates will make a successful transition to further education of their choice and/or a meaningful career path.

## **II. Reflection on Previous Year's Plan**

### *Positive Aspects*

During the 2006-07 school year, in-house professional development focused on improving student performance on state assessments. Teachers in specific content areas and grade levels attended outside workshops, which were closely aligned with district goals and/or approved Professional Growth Plans. Professional development topics for in-house in-service ranged from analysis of state test scores and congruence of curriculum with assessment, to effective use of technology tools and internet-based resources to enhance professional productivity. Teachers looked forward to positive changes that new administrative leadership could bring to the district.

### *Challenges*

The 2006-07 school year began with the appointment of new leadership at the Jr. Sr. High School (principal and assistant principals) that certainly influenced the direction of the district's professional development efforts. Understandably, the first year of new leadership was transitional in nature: an opportunity to reflect on past practice and make plans for thoughtful change moving forward.

District-wide, our challenge during 2006-07, was to improve basic skills in literacy and mathematics in order to meet the mandates of No Child Left Behind. No other challenge could measure up to that one in terms of significance. A related issue was the need for ongoing articulation and alignment of instruction K-12 with content standards; this has become increasingly evident in light of yearly state assessment results. We are challenged by a lack of consistency in terms of curriculum and instructional practice at the elementary grade levels. Furthermore, there is a pressing need to continue addressing the consistency challenge through grade level team curriculum alignment and revision projects grades K-12.

To effectively address this ongoing challenge, in-service must be focused: based on a clearer understanding of what our test results mean. In-service must also move towards an articulation of how curriculum and instruction must grow and change to give our students the best opportunity to perform optimally on state assessments.

In 2006-07 we also found it essential to reassess staff technology skills and to continue providing professional development opportunities in the area of more effectively using technology tools for professional productivity as well as for integrating technology with instruction.

## *Four Tiered Reflection*

### **1. 2006-2007**

Since 2004-05, Woodbury Public Schools has maintained a partnership with the University of Pennsylvania, which has provided teachers in grades PreK-12 with professional development opportunities as well as accredited graduate coursework. By 2006-07, it had become evident that we had trained a critical mass of teachers with the PLN methodologies. We brought our newest staff members up to speed by finding them seats in area Penn Literacy Network (PLN) courses in January of 2007. What we have realized after such intensive training is the sheer wealth of talent that we currently have on staff. During the 2006-07 school year, a focus was finding ways for our master teachers to turnkey those talents and mentor our newest staff members, helping them to professionally grow within the district and the profession. One plan on the drawing board for this year is to facilitate teachers visiting one another's classrooms to share knowledge and best classroom practices among grade level teams. This would provide professional growth opportunities for the mentor and new teacher alike.

In 2006-07 we moved beyond Penn Literacy and The Education Trust to target AVID and Schools Attuned as ongoing professional growth and change vehicles for our district. Both AVID and Schools Attuned are philosophically consistent with our previous professional development efforts. Schools Attuned began at the Evergreen Avenue School during the 2004-05 school year and has become an integral part of their culture over time. As a result, we have begun training teachers in other two elementary buildings to see if we can duplicate Evergreen's success across the district. In like fashion, AVID began with a pilot in 9<sup>th</sup> grade during the 2005-06 school year and expanded into 10<sup>th</sup> grade during the 2006-07 school year. In truth, both AVID and Schools Attuned empower our teachers with a range of skills and strategies to make better sense of our students' special needs and in so doing help them to succeed in spite of any perceived educational and/or psychosocial deficits. Looking down the road, the target is to continue expanding the training, especially for AVID so that the program's strategies can become over time an integral part of the culture of the entire district.

Furthermore, beginning with the 2005-06 school year and continuing into 2006-07 a strong relationship grew with Rowan University; Woodbury Public Schools was named a Professional Development School (PDS). Under this PDS umbrella, our teachers benefited from an on-site coach, Mr. Joe Manzione, who mentored untenured teachers during his scheduled visits two days a week. In addition, the Rowan PDS liaison worked with our curriculum and instruction supervisor to host monthly professional development sessions for new and untenured teachers. An additional benefit of the Rowan PDS relationship has been access to Rowan University Beginning Teacher Induction (BTIC) workshops at no cost to the district. For example, before the 2006-07 and 2007-08 school years even began, teachers experienced a day with nationally known educator Dr. Harry Wong. Additionally, the Rowan PDS grant subsidized a pilot summer program targeting middle school math during August 2006. A week long institute helped our middle school math teachers analyze state assessment data and adapt the middle school math curriculum to better prepare our students for success before the next round of testing. This

successful pilot program was replicated for secondary math, middle school literacy, secondary literacy and select elementary grade levels during the summer of 2007.

Woodbury has reaped tremendous benefits from high quality professional growth experiences connected to Rowan PDS. Unfortunately, after December 2007, the district will need to find local funds to continue with Mr. Manzione, since services have abruptly been discontinued.

During the 2006-07 school year, grade level teams became more empowered as instruments of change, bringing instructional problems to the table for shared problem solving and strategizing resulting in instructional enhancements at the classroom level. Such grade level meetings during 2006-07 resulted in ongoing high level dialogue among professionals with the goal of increasing curricular consistency by grade across the elementary schools in the district. Such conversations have resulted in the creation of a Curriculum at a Glance Placemat that supplies teachers with a clear roadmap through the curriculum in support of the NJCCCS. Additionally the teams developed essential questions, first in social studies, followed next by science, to clarify their understanding of what they are teaching in terms of content and exactly what the students should be learning. In-service time has been dedicated to support these regular meetings of grade level teams to tackle curricular and instructional issues, one at a time, to a point of resolution. During the 2006-07 school year an elementary science program adoption led to multiple professional development opportunities for grades K-5 teachers between March and September 2007 with the goal of helping elementary staff members ease into a smooth transition from one science program to another. Looking down the road, the role of the grade level teams is expected to grow even more, with teachers stepping into leadership positions in the curriculum development process.

## **2. 2007-2008**

During school year 2006-07, district in-house technology facilitators served as resources to provide professional development services to instructional staff members. This immediate need for formal professional development in the area of Technology integration for 2007-2008 has shifted to a maintenance phase at the secondary level. At this point all secondary staff have been given multiple in-services with regards to teacher based web-pages, Webquests, utilizing technology to correspond with parents and the utilization of Classroll, a real time electronic grade book that parents can access online. At this point the district technology department, housed in the high school, serves as a consultant to staff to troubleshoot any technology related concerns on an as needed basis. A newer technology initiative at the Elementary level was the continued push to utilize the Computer on Wheels (C.O.W.s) across the elementary grade levels. Professional development has continued with this initiative and the outcome thus far has been the utilization of classroom based technology lessons across the elementary grade levels. The technology instructors and the regular education/special education teaching staff have utilized common planning time to create technology based literacy, science, math, and history lessons in the classrooms. The use of classroom based technology lessons has also freed up traditional computer labs across the district enabling teachers to take their students into the labs on a frequent basis. Looking ahead we will continue work with staff and assess technology needs through standardized needs assessments developed by the

LPDC in concert with NJEA. This will provide the committee with varying viewpoints from all the stakeholders in an effort to target student and staff technology needs.

As we move forward from collegial discussions, book clubs, and formal in-service, a secondary layer of support has been put in place for 07-08. At the elementary level the grade level meetings serve as a springboard for teachers to discuss how the writing process has been utilized in their respective classrooms. Furthermore, the district supervisor for curriculum and instruction has provided in-class writing activity support based on the work of Lucy Calkins. Several staff members were also afforded the opportunity to see Ms. Calkins speak over this past summer. At the secondary level a revamped job description and role of the department chair person has provided a new arena for lively dialogue regarding the utilization of literacy instruction in the classroom. This discussion has its roots in the Penn Literacy network that the district had been formally involved in for several years. At this point, led by department chairs, faculty come together on a consistent basis to review best instructional practices.

A major focus of the district over the past several years has been the achievement gap. We have invested a considerable amount of time and money on this topic including the development of the Minority Task Force, the implementation of the Tri-Pod project, the Keep Love Present program and most recently the adoption of the Advancement Via Individual Determination (A.V.I.D.) program. In addition to this, for 07-08 we have utilized a shift to block scheduling at the Junior High School in an effort to better meet the diverse needs of our students varying academic, social and emotional needs. We have also fine tuned our school wide discipline policy in an effort to remediate behavior and optimize on-task instructional time for all of our students.

At this point the goal of the district is to keep our vision and path focused without deviating from the layers of groundwork that have already been put into place. With many programs available we are cautious about not immediately switching gears without first reviewing progress to date and exploring other programming options that could bolster the work that has been done to date. As a result we have continued with current initiatives without the adoption of further programs in the area of the achievement gap for the current professional development plan. What we have done, however, is developed and analyzed a needs assessment in order to assist us in finding out what further work in this area is needed. For this we turned to instructional staff, para-professionals, community members, parents and students. As we look toward the future, we will use this needs assessment in concert with other data gathered from various stakeholders in an effort to address this issue in the upcoming years.

With regard to curriculum and instruction there have been some specific initiatives that have moved forward over the course of this past year that tie directly into the district goals named in the earlier portion of this document. As was cited above in the section on the achievement gap, an entirely new schedule involving the junior high school and the use of 82 minute teaching blocks has been implemented for the 2007-08 school year. Individuals involved in this new initiative were provided professional development earlier this year and the topic of block scheduling was the central area of focus. Throughout the year staff will continue to have support in the topic of block instruction in an effort to maximize cohesive instruction for all students.

At the elementary level a major curriculum adoption is underway in the area of Science. The newest version of the Scott Foresman Science is being implemented in grades K-5 this year. This adoption process began during the 06-07 school year when a team of selected teachers from each grade level investigated various science programs. Together they reached consensus and recommended this program due to its hands on approach that enabled students at all grades to experience various levels of experimentation. Staff was provided with professional development at the end of the 2006-2007 school year and then received a second round of training at the beginning of the 2007-2008 school year once all of their materials arrived in their classrooms.

### **3. 2008-2009**

As we review the professional development plan from the past few years and look ahead towards the future, we see several common themes that drive the professional development plan. As with any district our obvious goals are to provide sound instructional programs that enable all students to feel successful. We will accomplish these goals through a myriad of programs and endeavors, one of those being this comprehensive professional development plan. This plan will be cultivated based on a three pronged approach.

- First, it will include mandated areas of professional development as set forth by the state and federal guidelines.
- Next, it will utilize administrative feedback based on a district vision set forth by the superintendent, board of education, and the Strategic Planning Committee.
- Finally, it will incorporate feedback from teachers, students and community members in an effort to provide all stakeholders involved in the district with the opportunity to have their voices heard with respect to the district professional development plan.

### **4. Integration and Systemic Development**

It has been our belief that long-term relationships lead to systemic change through in-depth multi-year initiatives. These experiences were designed to help teachers at every grade level, across all content areas. Instructional strategies for improving student skills in reading, writing, and thinking are at the core of Professional Development experiences.

Over time the teachers are becoming increasingly critical about the relative merits of our approach to literacy. Professional development experiences are helping them discover ways that each teacher must target skills instruction and provide additional exposure to non-fiction text formats to remediate perceived performance gaps and prepare students for optimal performance on state assessments.

Teachers have engaged and continue to participate in professional development activities that focus around the integration of Literacy across the curriculum. A goal has been to utilize a consistent approach across the district that encourages the infusion of literacy

through dynamic and engaging activities that capture student attention across the various content areas.

We routinely stop and ask this important question: how do all of these pieces of the puzzle fit together? Teams of educators agreed that after years of receiving high quality in-service experiences, it is important to stop and reflect with a goal of consciously integrating theory into practice in the classroom, grades preK-12.

For the foreseeable future, professional development activities will follow this cycle: teachers learn about theory and strategies for practice in professional development sessions; they go into their classrooms with plans for translating theory into practice, and then meet to discuss results of the implementation in grade level and content area groups.

### III. DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

#### *LPDC Assessment of Professional Development Needs*

The following summary of professional development needs, as identified by needs assessments administered to staff, parents, and community members during 2006-2007 school year drives our professional development decision-making through the 2008-2009 school year and beyond.

Needs assessments were administered to teachers following all professional development sessions. Surveys were given to parents at elementary and secondary schools, and to community and PTA members. Results were tallied and prioritized by LPDC members for use during plan formulation (See assessment forms attached at the end of this document).

In addition, professional development is a regular agenda item at each monthly grade level and department chairperson meeting. Teachers are polled for their input and ideas at every in-service event. Many of our teachers live in this district and are able to be involved as teachers AND as community members whose families are directly affected by the professional development process and results.

Because this is a small PreK-12 district, we have an informal flow of information from teachers at all grade levels and departments to the LPDC. This helps enable us to meet the expressed needs in professional development.

#### *Professional Development Needs*

Analysis of our needs assessments, survey information, grade level agenda topics, focus groups, and informal discussions reveal these main areas among the district-wide PreK-12 professional development needs:

- Dealing with difficult students - (which would include those with severe behavioral problems and those with continual issues of negative behavior and attitude.)
- Character education (manners, citizenship, respect, values, etc.)
- Teaching and learning in a diverse classroom
- Preparing students for state assessments
- Increasing student proficiency using technology as a learning tool
- Learning about a new science curriculum

In addition to the current formal needs assessments, the committee has reviewed past LPDC plans and students' performance data. This review reinforces the concept that literacy needs to be our number one priority, that problem solving in math basic skills warrants our continued attention, and that our efforts to narrow the achievement gap need to continue. Improved performance on state assessments is the goal of these professional development efforts. Professional development must be ongoing and opportunities must be connected, as the state standards become more all-inclusive and leveled by grade. Professional development is most effective when dictated by student needs and when the district moves away from disconnected events toward ongoing sustained opportunities.

Our review of PreK-12 needs assessments indicate that professional development should concentrate on:

\*Analysis of state test results, followed by adjustments made to curriculum and instruction based on data analysis of the students' work

\*Further development in the area of literacy, i.e. guided reading, writing, creation of supplemental materials, planning thematic units, and using appropriate assessments to provide useful feedback to enhance student learning

\* In-service programs that identify and address issues that relate to the achievement gap, which build strategies that target motivation, behavior, discipline techniques, cultivating success habits, increasing student and parent responsibility

\* Continue on-going work in the area of professional development to enhance the use of the new science curriculum at the elementary level

\* Programmatic changes which align with revised standards

\* Maintain staff technology proficiency in all areas of the curriculum

\* Grade level, departmental, and interdisciplinary collaboration

## IV. DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS

### ***Vision Statement:***

The Administration and Staff at Woodbury Public Schools will implement a system of professional development designed to increase skills and methodology so that all staff can meet the diverse needs of our student population.

Our district meets a comprehensive range of student needs, from Special Education to Enrichment, and supportive professional development experiences are an integral part of our district vision. We are cognizant of diversity issues and strive to create a greater understanding of physical, intellectual, economic, cultural and racial differences of the students we serve. We strive to challenge all students to achieve to high standards.

We believe that change is beneficial and so we encourage continuous professional dialogue on curricular, instructional and assessment issues targeted to improve student achievement. Further, we support systemic reform efforts designed to enhance school climate so that teachers may instruct and students may learn at maximum ability. We are committed to this vision in order to achieve the following New Jersey Professional Development Standards and New Jersey Professional Standards for Teachers:

#### \_\_\_\_\_ **Standard One: Subject Matter Knowledge**

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they related to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

#### \_\_\_\_\_ **Standard Two: Human Growth & Development**

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support that their intellectual, social and emotional and physical development.

#### \_\_\_\_\_ **Standard Three: Diverse Learners**

Teachers shall understand the practice of culturally responsive teaching.

#### \_\_\_\_\_ **Standard Four: Instructional Planning & Strategies**

Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

\_\_\_\_\_ **Standard Five: Assessment**

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

\_\_\_\_\_ **Standard Six: Learning Environment**

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

\_\_\_\_\_ **Standard Seven: Special Needs**

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

\_\_\_\_\_ **Standard Eight: Communication**

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

\_\_\_\_\_ **Standard Nine: Collaboration & Partnership**

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

\_\_\_\_\_ **Standard Ten: Professional Development**

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

***Woodbury Public School District's Professional Development Goals***

To provide consistent, high quality professional development for Woodbury Public Schools' faculty and staff designed to sustain continuous improvement.

To use a variety of high quality resources to promote improved performance.

To use instructional strategies that promote improved performance.

To prepare educators to apply best practices and research based strategies in the classroom to assist students in meeting rigorous academic standards.

- Increasing teachers' knowledge of reading and writing strategies, including assessment and feedback to increase student achievement
- Continuing to use various types of classroom assessments appropriately

- Providing additional opportunities for concentrated practice in reading and writing for students in all content areas
- Applying critical thinking skills in order to improve student achievement in all content areas
- Improving student achievement in mathematical skills and problem solving
- Improving articulation of the science instructional programs K-12

To encourage educators to engage in collegial collaboration.

To facilitate and encourage collaboration between parents and educators.

To continue to prepare educators to understand and appreciate all students by creating safe, orderly and supportive learning environments in diverse classrooms.

To provide educators with professional development designed to develop various strategies for dealing with difficult students.

To improve student achievement in literacy and math in order to meet Adequate Yearly Progress.

To provide appropriate and ongoing training in technology to enable staff to meet technology requirements identified by the state standards.

### ***Eight Key Elements of High Quality Development for Teachers (NCLB)***

We understand that one day; “one size fits all” workshops on in-service days are not acceptable professional development experiences. Teacher growth and professional development both hinge on providing high quality, sustained experiences that are supportive, meaningful, and intensive in nature. Professional development of this caliber will directly impact the learning environment of Woodbury’s students. Using this philosophy as our guide, Woodbury’s professional development decisions are based on the following eight key elements.

1. All activities are referenced to student learning.  
Professional development sessions relate to literacy or math to increase student achievement as measured on NJDOE mandated assessments and/or high stakes tests.
2. Schools use data to make decisions about the content and type of activities that constitute professional development.  
Ongoing formal and informal needs assessments are conducted to determine what the staff considers appropriate and useful in terms of their professional development needs.
3. Professional development activities are based on research based practices.  
We understand that teacher growth and change is a slow process of integrating new information and instructional strategies and successfully experimenting with

those new ideas many different times before old ways are discarded (Joyce and Showers). To that end, we maintain the same focus and allow for multiple opportunities for teachers to learn new ways and practice them to the point of mastery.

4. Subject matter mastery for all teachers is a top priority.  
Our yearly objective of reaching AYP in literacy and math, guides our PreK-12 professional development opportunities and activities. Nothing is more important than teacher preparation in the professional's given content area(s) to ensure that students receive the highest quality instructional experience possible leading to increased student performance and high achievement.
5. There is a long-term plan that provides focused and ongoing professional development with time well allocated.  
The Woodbury Public School District has a long history of dedicating time and resources to the professional development experiences of its teachers. The LPDC meets regularly to review and amend the status quo to maintain those high standards.
6. Professional development activities match the content that is being instructed.  
The Woodbury Public School District prides itself on the working relationships it has developed with high quality professional development providers. Rowan University continues to be a key player in our professional development activities. This successful relationship continues to grow with time. With this approach, not only is the professional development experience congruent with instruction; it is thoughtful and in depth, leading to systemic change.
7. All professional development activities are fully evaluated.  
Evaluations of professional development activities are both formal and informal; using forms that invite reflection, teacher input, and program assessment.
8. Professional development is aligned with state standards, assessment, and the local school curriculum.  
The Woodbury School District makes a conscientious effort to align professional development opportunities with both state and national standards and with existing curriculum.

## **SECTION V. DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

### *Opportunities*

District professional development sessions are planned to align with the state standards, approved curriculum, and local and state assessments. As students are held to higher standards, professional development must prepare teachers to develop and implement instruction that helps students achieve.

This will be accomplished by offering:

- Graduate courses taken for credit
- In-house and out-of district workshops
- Full day in-services
- Early dismissal sessions
- After school workshops
- Grade level/department group sessions
- Curriculum development hours
- Consultants to work with one or more departments or grade levels

In addition to the professional development opportunities listed above, teachers will have the opportunity to participate in specially scheduled summer professional development sessions that will provide teams of educators the opportunity to analyze state assessment results and adjust curriculum accordingly to support improved student performance. These Summer Curriculum Institutes continued in the summer of 2007 and will hopefully become a yearly event enabling teams of teachers to meet without distraction to tackle and successfully solve curriculum problems of common concern.

During the 2007-08 school year, Woodbury's school calendar features a series of 4 shortened days and 4 full days dedicated to professional development. Teachers attend all full day workshops on a district-wide basis or in sub-groups. County wide in-service events in November are advertised as professional development opportunities as well. These events are designed to meet the needs of special area teachers (i.e., art, music, library, etc.). Finally, during shortened days, teachers work with consultants or in collegial groups interdepartmentally or by grade level. This year we have put special focus on two significant district adoptions – K-5 science and junior high school standards-based mathematics – that have resulted in ongoing professional development.

For example, the Core Plus mathematics adoption features monthly workshops and visitations from Rowan University professor Dr. Eric Milou. We know that such high quality, intensive professional development leads to changes in teacher behavior which ultimately results in improved student performance. It is this formula that drives our professional development efforts.

### ***Resources Needed***

We will continue to budget for consultants and registration fees to support our current professional development needs as well as other identified concerns that become obvious through informal and formal needs assessments.

The NCLB application, submitted in November 2007 outlined our extensive plans for Summer 2008 Institutes for elementary, junior and senior high school teachers to focus on making meaning of state test assessment data and adjusting curriculum accordingly. One strong focus will be continuing to strengthen our efforts district-wide in the area of writing.

Time has been built into calendar (4 shortened days and 4 full days) for professional development during the 2007-08 school year. The superintendent will hopefully plan our

future calendar of in-service days in September 2008 using this same model that has been so successful to date.

### ***Alignment***

The preamble for New Jersey Department of Education's *Standards for Required Professional Development for Teachers: A New Vision* states:

“The professional strengths and accomplishments of the school faculty at large must work to complement the learning needs and requirements of the entire student population. Professional development activities must also complement both the needs of the educator and the goals and objectives of the school district. Further, these activities must focus on the conditions which affect student learning in order for teachers to develop the knowledge and expertise needed to enable students to function as independent thinkers and creative learners both in the school community and in the larger environment of society as a whole.”

We believe that our focus on literacy provides all teachers with tools that help them help students achieve to their highest levels. Teachers are thinking in new ways, teaching in new ways, and assessing for deep understanding in new ways. We use the grade level (or department) team concept to empower our teachers to share new ideas to impact instruction.

We address the Standards for Professional Development as we work together to enhance knowledge of subject content, in that teachers organize their content for maximum literacy and greater efficiency of student understanding. (Standard 1)

Developing instructional delivery helps improve understanding of the academic, social, emotional and physical needs of each learner by ensuring that educators adapt and modify so that students can meet or exceed their potential. (Standards 2 & 7)

The content of professional development in our literacy initiative reflects best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning and leadership. (Standard 10)

Professional development, overall, asks teachers to develop and use a variety of assessments for evaluating understanding. (Standard 10)

New learning is integrated into practice and lesson planning. (Standard 4)

Professional development provides for collaborative and independent learning, choice in practice, and discussion, which are all characteristics of adult learning. (Standard 10)

Individual programs will be assessed in the form of surveys, data collection, and pre-post tests to examine for its impact on practice and student learning. (Standard 5)

Our district plan is well articulated and is supported by the Superintendent and Board of Education as well as by teachers and administration. (Standard 8)

School culture is focused on continuous improvement for practice and student performance. This initiative is a significant change in professional development as it existed previously in the district, providing opportunities for collegial discourse, collaboration, and professional improvement. (Standard 10)

Our Superintendent is an instructional leader who fully supports professional development in order to maximize teacher impact on student learning and achievement. (Standard 10)

As has been stated, we provide time for professional development in our district so that teachers can learn and collaborate as professionals. (Standard 10)

Our collaboration with higher education provides community connection. (Standard 9)

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The Faculty and Administration of Woodbury Public Schools understand that if we are to meet the needs of our diverse student population, we must enhance the knowledge of subject content and teaching methodology for all professionals. This entails helping our educators to understand the academic, social, emotional and physical needs of each learner, thus ensuring that educators utilize appropriate teaching skills and strategies to enable students to meet or exceed their potential.

Our plan reflects the best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning and leadership. We encourage our educators to develop a variety of classroom instructional strategies and assessment skills for all types of learners. Our vision provides for integrating new learning into the curriculum at the classroom level and is also in keeping with recent research on adult learning.

We regularly assess to show the impact of professional development on teaching practice and student learning as required by NCLB. We believe that excellence results from clear, coherent, strategic planning that is embraced and supported by the district's governing body and by all levels of the school system.

School culture that fosters continuous improvement and that challenges traditional roles and relationships among educators is a priority. Professional learning has and will continue to focus on creating a challenging, motivating, and supportive environment so all students can succeed.

Our plan and our professional development are supported by intellectual and financial commitment, which enables the achievement of our goals, and are supported by sufficient time during work hours to engage in collegial consultation and learning. Professional development empowers educators to work effectively with each other, parents and community partners.

## **SECTION VI.**

# **EVALUATION OF THE PROFESSIONAL DEVELOPMENT PLAN**

### ***Ongoing Evaluation***

The Local Professional Development Committee (LPDC) has increased the number of times it meets, to include meetings during the summer months, in an effort to increase the level of evaluation and development that occurs with the district professional development plan. Regular meetings have been scheduled on a monthly basis.

The LPDC will serve as the central committee to coordinate an ongoing evaluation of the plan, in concert with curriculum supervisors, administrators, department chairperson, teachers and school level committees. This evaluation will focus its efforts in three major areas.

The first of those will assess teachers' and para-professionals' direct feedback as to how effective professional development activities are in terms of how these activities relate to their day to day instruction in the classroom. Questionnaires, surveys, evaluation sheets and informal discussions with faculty will accomplish this goal (see appendix for example of evaluation form). Furthermore, needs assessments will regularly occur to solicit input from staff. This input should guide the selection of activities to be included in professional development growth opportunities. Additionally, teachers will be encouraged to compile data as it applies to the quantity and quality of professional development experiences and link this data to their Professional Growth Plans (PGPs).

Secondly, direct measures of student learning will be analyzed to steer the evaluation of the professional growth plan. These measures will include reviewing report cards, state assessments, performance assessments graduation rates and the newly adopted district MAP testing. The district has begun to focus its professional development in the area of literacy based on a direct analysis of student performance in that area.

Finally, the LPDC will continue to look to stakeholders outside of the direct instructional staff as sources for feedback. These stakeholders include: students, parents and local businesses. This new component of the plan directly ties into feedback that was received from the county office in response to last year's district plan. Utilizing this three pronged approach for evaluation we will be able to evaluate the plan in a more efficient manner that takes into account the various stakeholders involved in the Woodbury Public School District and broader community of Woodbury.

### ***Building on Previous District Plans***

Utilizing this three pronged approach the Woodbury School District will continue with the vision of meeting the diverse needs of our student population in a personalized manner inviting all students to find success. This initiative will continue to utilize research-based curriculum such as *Everyday Math*, *Guided Reading*, our newly adopted **Scott Foresman Science** program at the elementary level, as well as the infusion of

AVID, Block Scheduled Instruction and *READ 180* at the Jr/Sr High School. As we continue to provide professional development with regard to these instructional programs and curricula we will also utilize information from the needs assessment and community partners to increase our level of specificity in our Professional Development plan. This initiative will also involve the coordination of the IDEA, NCLB, ECPA and other grant funding sources to provide the funding necessary to develop and implement our professional development plan. Through this coordinated approach to professional development that ties directly into curriculum and instruction, our district vision, information from various stakeholders and a direct assessment of student learning, our plan will be a dynamic document that evolves yet maintains consistency at the base level.

**PROFESSIONAL DEVELOPMENT EVALUATION FORM I**

Session Title: \_\_\_\_\_ Date of Session: \_\_\_\_\_

|                                                                                                                                                                                                                                                                                                                                                                             |       |               |          |                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------|----------|----------------------|
| 1                                                                                                                                                                                                                                                                                                                                                                           | 2     | 3             | 4        | 5                    |
| <div style="display: flex; justify-content: space-between; width: 100%; border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; margin-bottom: 5px;"> <span style="width: 20%;"></span> <span style="width: 20%;"></span> <span style="width: 20%;"></span> <span style="width: 20%;"></span> <span style="width: 20%;"></span> </div> |       |               |          |                      |
| Strongly<br>Agree                                                                                                                                                                                                                                                                                                                                                           | Agree | No<br>Opinion | Disagree | Strongly<br>Disagree |

\_\_\_\_\_ The objectives of the program were made clear.

\_\_\_\_\_ My questions and concerns were addressed.

\_\_\_\_\_ The material covered will be useful in improving student learning.

\_\_\_\_\_ Program has overall value to accomplish district goals.

\_\_\_\_\_ Further development on the topic is needed.

- What were the best aspects of this program or activity?
- What could be done to enhance this program or activity?
- For future programs, what topics would be most helpful in improving student achievement?

**Sample Evaluation Form II**

| <b>COMMENTS</b> | <b>AGENDA FOR 11/5/07</b>                                                     |
|-----------------|-------------------------------------------------------------------------------|
|                 | Write Source (Kim Allen, Presenter)                                           |
|                 | Technology Buffet: Kidspiration & MAP Reports<br>(Sheilds, Sarlo & Dougherty) |
|                 | Articulation Meeting (K/1)                                                    |
|                 | Instructional Assistants' Training at Evergreen<br>(Breland, Bittner, Dixon)  |

**Please use the back of this form for November 7 in-service evaluation.  
Return all forms to Curriculum Office when complete.**

| <b>COMMENTS</b> | <b>AGENDA FOR 11/7/07</b>                                 |
|-----------------|-----------------------------------------------------------|
|                 | Superintendent's Testing Report (J. Jones)                |
|                 | Introduction to Registered Holistic Scoring (A. Cummings) |
|                 | Literacy Committee                                        |

**Please complete both sides of this form.  
Return to the Curriculum Office.**

Woodbury Public Schools  
Woodbury, New Jersey  
**Staff Professional Development Survey**  
**Needs Assessment: May 11, 2007**

*This survey has been prepared for you in keeping with the NJEA Guidelines for Professional Development by the WEA Representatives of Woodbury's Local Professional Development Committee (LPDC).*

**Woodbury's LPDC:** Jeff Adams, Dianne Clement, Alysa Cummings, Betty McKenna, Joe Pegues, and FranWieczczynski

- 1) Select your school building:
  - High School (grades 9-12)
  - Junior High (grades 6-8)
  - Evergreen School
  - Walnut School
  - West End School
  
- 2) Select the content area that best describes your teaching:
  - Preschool
  - Elementary
  - Special Education
  - Reading/English
  - Math
  - Science
  - Social Studies
  - Speech
  - World Language
  - Physical Education
  - Visual & Performing Arts
  - Vocational/Technical
  - Health Related (nurse)
  - Guidance
  - ESL
  - Child Study Team

Your Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_

- 3) On the following sheet please review the list of Professional Staff Development areas and rank order your top 8 priorities in order of need from 1 through 8 with 1 being your greatest concern.

| <b><u>Area of Professional Development</u></b>                    | <b><u>RANKING</u></b><br><b><u>(1 through 8)</u></b> |
|-------------------------------------------------------------------|------------------------------------------------------|
| Technology<br>(video, scanners, digital cameras, etc)             |                                                      |
| Computers as an Instructional Tool                                |                                                      |
| Computer for Professional Use (lesson plans, grades, etc.)        |                                                      |
| Instructional Strategies                                          |                                                      |
| Dealing with Difficult Students                                   |                                                      |
| Teaching & Learning in a Diverse Classroom                        |                                                      |
| Parental Involvement                                              |                                                      |
| Harassment Prevention (physical, sexual, bullying, etc.)          |                                                      |
| Student Assessment<br>(rubrics, tests, grading, portfolios, etc.) |                                                      |
| Character Education<br>(manners, citizenship, values, etc.)       |                                                      |
| Inclusion                                                         |                                                      |
| Gifted & Talented (honors/AP, elementary)                         |                                                      |
| Interdisciplinary Teaching (cross-curricular)                     |                                                      |
| Team Building<br>(Common goals, building focus)                   |                                                      |
| Collaborative Planning & Teaching                                 |                                                      |
| Articulation within and<br>between Grade Levels and Depts.        |                                                      |
| Preparing Students for State Assessment                           |                                                      |
| Substance Abuse Awareness                                         |                                                      |

4) Please list any other areas of need (optional):

Woodbury Public Schools  
 Woodbury, New Jersey  
**Professional Development Survey (Community)**  
**Needs Assessment: June 2007**

*This survey has been prepared for you in keeping with the NJEA Guidelines for Professional Development by the WEA Representatives of Woodbury's Local Professional Development Committee (LPDC).*

**Woodbury's LPDC:** Jeff Adams, Dianne Clement, Alysa Cummings, Betty McKenna, Joe Pegues, and FranWieczerzynski

We would like to take a moment to introduce our selves in an effort to reach out to various members of the Woodbury community. We represent the Local Professional Development Committee (LPDC) for the Woodbury Public Schools System. It is our mission to develop and implement a professional development plan that will provide our teachers and support staff with up to date skills, trainings, and strategies in order to meet the diverse educational needs of our students. Today we are asking your help in the design of this professional development plan through participation in a brief needs assessment. The following topics high light areas of concern that Woodbury faculty have previously identified as areas focus in terms of professional development. We ask that you review the list below and rank these criteria based on your perception as a community member.

Please check any of the following that apply to you:

Parent of a High School Student \_\_\_\_\_  
 Parent of an Elementary Student \_\_\_\_\_  
 Current Woodbury Student \_\_\_\_\_  
 Business Owner \_\_\_\_\_  
 Reside in Woodbury \_\_\_\_\_ If yes, how many years? \_\_\_\_\_  
 Work in Woodbury \_\_\_\_\_  
 Alumni of Woodbury Schools \_\_\_\_\_

| <b><u>Area of Professional Development</u></b>              | <b><u>RANKING</u></b><br><b><u>(1 through 8)</u></b> |
|-------------------------------------------------------------|------------------------------------------------------|
| Technology<br>(video, scanners, digital cameras, etc)       |                                                      |
| Computers as an Instructional Tool                          |                                                      |
| Dealing with Difficult Students                             |                                                      |
| Teaching & Learning in a Diverse Classroom                  |                                                      |
| Parental Involvement                                        |                                                      |
| Character Education<br>(manners, citizenship, values, etc.) |                                                      |
| Team Building<br>(Common goals, building focus)             |                                                      |
| Preparing Students for State Assessment                     |                                                      |

4) Please list any other areas of need (optional):