

2016-17 PROFESSIONAL DEVELOPMENT PLAN

*ESSEX
COUNTY
VOCATIONAL
TECHNICAL
SCHOOLS*





New Jersey
DEPARTMENT OF EDUCATION

**NEW JERSEY DEPARTMENT OF EDUCATION
STATEMENT OF ASSURANCE
for the requirements of the
DISTRICT PROFESSIONAL DEVELOPMENT PLAN
and
DISTRICT MENTORING PLAN**

Please complete and return this form to the County Office of Education by September 1, 2016
for the 2016-2017 school year. *

DATE 7/27/16 for SCHOOL YEAR 2016-17
SCHOOL DISTRICT Essex County Vocational Technical Schools
COUNTY Essex
ADDRESS Leroy F. Smith Jr. Public Safety Building
60 Nelson Place 1 North
CITY/TOWN Newark, NJ ZIP 07102
CHIEF SCHOOL ADMINISTRATOR Dr. James Pedersen
PHONE (973) 412-2260 E-MAIL jpetersen@essextech.org

For my district, this Statement of Assurance covers (select one):

- ☒ SECTIONS 1 and 2 - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN and MENTORING PLAN (required for all but nonpublic schools and a very small number of charter schools)
- ☒ SECTION 1 ONLY - DISTRICT-LEVEL PROFESSIONAL DEVELOPMENT PLAN (option only for charter schools that exclusively hire novice teachers under the Charter School Certificate of Eligibility)
- ☒ SECTION 2 ONLY – DISTRICT MENTORING PLAN (option only for nonpublic schools who enroll novice teachers into the Provisional Teaching Process)

*Nonpublics email or fax Section 2 only to:
NJ Department of Education
Office of Certification and Induction
C/O PTP
Email: provisional.teacher@doe.state.nj.us
Fax: 609-984-3356

Statement of Assurance

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**STATEMENT OF ASSURANCE
SECTION 1
DISTRICT PROFESSIONAL DEVELOPMENT PLAN**

The district-level professional development plan (PDP) has been developed in accordance with all regulations as specified in *N.J.A.C. 6A:9C-4.2*, including, but not limited to, the following:

- ☒ The school district PDP provides information on school-level and districtwide professional learning opportunities, the resources being allocated toward their support, and a justification for the expenditures.
- ☒ The school district PDP includes any professional development required by statute or regulation.
- ☒ School-level professional development plans have been reviewed to inform the district PDP.
- ☒ The learning needs of students, teachers, and school leaders have been assessed based on educator evaluation data, school-level plans, and data from school- and district-level performances.
- ☒ The school district PDP supports and implements professional learning that addresses the NJ Core Curriculum Content Standards and aligns with the Standards for Professional Learning in *N.J.A.C. 6A:9C-3.3* and the Professional Standards for Teachers and the Professional Standards for School Leaders in *N.J.A.C. 6A:9-3*.
- ☒ The school district PDP is reviewed on an annual basis to assess its effectiveness and revised, as necessary, to meet the school district's learning goals for students, teachers, and school leaders.
- ☒ The school district PDP has been presented to the district board of education to review for fiscal impact.

By signing below, you are attesting to the accuracy of this document.

Signature, Chief School Administrator

James Pedersen

Printed Name

Essex County Vocational Technical Schools

District Name

8/22/16

Date



ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS

Professional Development Plan (PDP) 2016-17

District Name	Superintendent Name	Plan Begin/End Dates
ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOL DISTRICT	DR. JAMES PEDERSEN	July 2016 – June 2017

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all teachers to analyze data to align instruction and assessment with the NJ Student Learning Standards.	Teachers and principals/supervisors	<ul style="list-style-type: none"> • A state mandate requires alignment of curriculum to New Jersey's Student Learning standards. • Analysis of 2015-16 district benchmark assessment and state level standardized test assessment data designed to identify readiness for PARCC assessments and NJ Biology Competency Test indicated weak student performance in content knowledge, and critical and creative thinking skills. • 2015-16 PD needs assessment indicates a need for further PL on the integration of literacy and math skills into the CTE educational programs. • Analysis of aggregated 2015-16 teacher evaluation data revealed that approximately 5% of teachers across the district were rated partially effective in Domain 3.
2	Continue to build capacity to implement AchieveNJ in accordance with state regulations and district strategic goals, particularly for newly hired teachers.	Teachers and principals/supervisors	<ul style="list-style-type: none"> • State requirements are in place for implementing the evaluation system based on the TEACHNJ Act. • Analysis of aggregated 2015-16 teacher evaluation data in Teachscape revealed that teachers need additional support and training in designing SGOs and PDPs that address areas of weakness identified in the summative evaluation. • The district strategic plan and all school PD plans include PL goals in this area.



PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
3	Build capacity of teachers to engage in continuous professional growth by using high quality, job-embedded, collaborative PL practices.	Teachers and principals/supervisors	<ul style="list-style-type: none"> A 2015-16 data from formative observations revealed that teachers still need more professional development and support in Questioning & Discussion, Engaging Students in Learning, and Using Assessments in Instruction. A growing body of research indicates that follow up training is an important strategy for improving teacher effectiveness.
4	Build capacity of staff to use the district's online data analysis tool to track student results and inform instructional practices.	Teachers and principals/supervisors	<ul style="list-style-type: none"> In 2015-16 the district used "ed-Connect," a powerful data-analysis tool for lesson planning and to generate formative/summative assessments to use as local benchmarks. The data collected was analyzed and discussed with the teachers in order to affect instruction. Analysis of the data in the Student Information System (PowerSchool Gradebook) will identify "at-risk" students and assist the staff in developing early intervention strategies.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Select teachers, supervisors, and administrators will be offered (July-August, 2016) summer training in designing lesson plan exemplars and benchmark assessments to align teaching and learning to the NJ Student Learning Standards. School/District Leadership will be encouraged to attend NJDOE sponsored training (e.g. AchieveNJ, edConnect, School Law, etc.) as part of their professional growth. 	<ul style="list-style-type: none"> Administrators and supervisors will provide support and guidance in the development of instructional lesson plans and assessments throughout the school year. Professional learning activities will include single-session in-district workshops, webinars, out of district training, online training, faculty/department meetings, etc. Data gathered during formative observations of Domain 3- Instruction will be analyzed and shared to determine future training.
2	<ul style="list-style-type: none"> Teachers will receive training, including refresher training when needed, in the teacher evaluation instrument and development of Student Growth Objectives (SGOs) & Professional 	<ul style="list-style-type: none"> Teachers and school-based collaborative teams will view and reflect on videos of exemplary practice using Teachscape Learn. Building-level administrators and district supervisors will explore



	<p>Development Plans (PDPs).</p> <ul style="list-style-type: none"> • Building-level administrators and district supervisors will participate in district-sponsored training on supporting teachers in developing SGOs. • Building-level administrators will engage in calibration exercises to reflect on the accuracy of observation ratings/feedback. • Newly hired teachers will receive training during the summer orientation on regulations related to Achieve NJ and Teach NJ. 	<p>effective evaluation implementation strategies by engaging in follow up training during the school year.</p>
3	<ul style="list-style-type: none"> • Principals will provide teachers with support as outlined in their respective school's PDP. All school PDPs include a goal and school-wide professional learning activities aligned with this goal. • Principals will work collaboratively with the building level SciP committees to gather input from staff so as to inform PD opportunities and help design, schedule, and/or facilitate professional learning opportunities, such as PLCs. • The district will provide funding for various out-of-district training that enhances teacher practice on addressing the NJ Student Learning standards. 	<ul style="list-style-type: none"> • Teachers will work with their respective school leaders and colleagues to implement and/or refine job-embedded, collaborative PL practices. • Academic and CTE teachers will work collaboratively to analyze student performance data to determine future PD needs and student interventions. • District leadership will share related articles in educational publications that that address school and district PD goals. • Teachers will view and discuss with colleagues videos showcasing sound instructional practices (using Learn). • Teachers will be encouraged to visit their colleagues' classrooms to observe lessons that promote high student engagement in learning. • Teachers will implement new strategies guided by evidence (e.g. student work products, observed student engagement) of impact. • Teachers will participate in recommended trainings and webinars.
4	<ul style="list-style-type: none"> • Supervisors/Administrators will be offered follow up training on the use of the lesson planning and data-analysis tool edConnect. • Teachers will be trained to analyze student performance data to identify specific areas of deficiencies. • Teachers will be trained in generating and using formative assessments to track students' progress toward attainment of performance goals. 	<ul style="list-style-type: none"> • Supervisors/Administrators will work within their collaborative teams to practice using edConnect to examine student achievement results and develop a plan for using this new source of information to help teachers adjust their instruction. • Teachers will administer assessments on edConnect to obtain performance data, which is used to inform instructional decisions and placement of students. • Teachers will analyze student performance data to identify and address student deficiencies. • Teachers will develop high quality SGOs and revise as necessary within the provided time-lines. • Teachers will guide students to monitor their own progress.



3: PD Required by Statute or Regulation

State-mandated PD Activities
See page 5 of plan.

4: Resources and Justification

Resources
To meet the PL needs of the districts' schools per this plan, the initial recommendation is to allocate approximately 3% of the district budget for this purpose. The allocation will come from a combination of state, local, and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan offsets expenses by relying on in-district expertise whenever possible. Three single session days during the school year, along with department/faculty meetings, will be dedicated for teacher-directed PL activities. PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.
Justification
2013-14 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the CCSS and AchieveNJ. High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on promoting teachers and administrators as reflective practitioners, integrating the CCSS in all academic and CTE areas, support for the development of quality SGOs, and effective data analysis to drive instruction at the student, class, school, and district levels.

Signature:

Superintendent Signature

8/22/2016

Date



**ESSEX COUNTY VOCATIONAL-TECHNICAL SCHOOL DISTRICT
STATE MANDATED TRAINING**

TOPIC	WHO	HOW OFTEN
1. AFFIRMATIVE ACTION, SEXUAL HARASSMENT NJAC 6A:16-7-1.6	All Staff	Annually
2. ASTHMA NJSA 18A:40-12. 8 & 9	Teaching Staff/Health Services	Optional
3. BLOODBORNE PATHOGEN & RIGHT TO KNOW NJAC 6A:16-1.4; 6A:16-2.2	Custodial, Maintenance, Selected Teachers	Annually
4. CHILD ABUSE (POTENTIALLY MISSING, ABUSED OR NEGLECTED CHILDREN) NJAC 6A:16-11	All Staff	Annually
5. FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA) NJAC 6A:32-7.1	Teaching & Secretarial Staff	Annually
6. GANG AWARENESS NJSA 18A:11-9; NJSA 2C44-3.h	All Staff	(Upon hire) Every other year
7. HARASSMENT, INTIMIDATION & BULLYING NJAC 6A:16-7.1c, 7, 7.9(d)	All Staff	Annually
8. INTERVENTION & REFERRAL SERVICES NJAC 6A:16-8.2(a) 4 & 5; NJAC 6A:16-8.2 (a) 11	All Teachers	Annually
9. SCHOOL SAFETY & SECURITY NJAC 6A:16-5; NJAC 6A:16-5.1(d); NJAC 6A:16- 5.39(a); NJSA 2C:33-3NJSA 18A:41-1 et seq.; NJAC 6:21-11.3	All Staff	Annually
10. SECTION 504 (ADA OF 1990) NJAC 6A:14.1	All Staff	Annually
11. SUBSTANCE ABUSE NJSA 17/aL49/a015	All Staff	Annually
12. SUICIDE AWARENESS NJSA 18A:6-112	Teaching Staff	Every 5 years