



2018-19 PROFESSIONAL DEVELOPMENT PLAN

ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS



AUGUST 20, 2018



ESSEX COUNTY VOCATIONAL TECHNICAL SCHOOLS Professional Development Plan (PDP) 2018-19

District Name	Superintendent Name	Plan Begin/End Dates
Essex County Schools of Technology	DR. JAMES PEDERSEN	July 2018– June 2019

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 the Incoming 9th GR Summer Enrichment program shows that approximately two-thirds of our students are deficient in Mathematics (not at grade level). • Analysis of 2017-18 PARCC Algebra I scores reflected an improvement of approximately 20 percentage points, demonstrating great improvement. Algebra II also showed improvement, however there was a slight decrease in Geometry. • Analysis of the 2017-18 PARCC ELA09 reflected an improvement of about 9 percentage points. Similarly, PARCELA 10 showed an increase of 7.9%. • Similarly, teachers’ evaluations also showed a slight increase in performance (up 13.5% HE & 86.5% E). • Improvements in performance data serve to validate the need for continuous professional development in data analysis to support teaching and learning.
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 2017-18 teacher evaluation data in MyLearningPlan revealed that teachers need additional support and training in designing SGOs and PDPs that are aligned to school and district instructional goals. • 2018-19 400hr requirements for CE teachers.



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"> The 2017-18 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"> Continue to use data to drive instruction using "ed-Connect" platform, a powerful data-analysis tool for lesson planning and to generate formative/summative assessments to use as local benchmarks. The data collected is analyzed and discussed with the teachers in order to impact 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 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"> Leadership Symposium - Administrators and supervisors will participate in PL during the summer on Danielson Framework, Formative Assessments, Questioning, Instructional Strategies, and Use Data to Inform School Goals for 2018-19. During the Summer, several teachers engaged in professional learning out of district (e.g. AP, Google Apps, School Law, Special Education, etc.) and in-district training (e.g. STEM, Engineering, Culinary Arts, etc.). During the school year, professional learning activities will include single-session in-district workshops, webinars, out of district training, online training, faculty/department meetings, consultants, etc.



<p>2</p>	<ul style="list-style-type: none"> • Teachers will receive annual training, including a follow up refresher when needed, in the teacher evaluation instrument and development of Student Growth Objectives (SGOs) & Professional Development Plans (PDPs). • 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. Additionally, ongoing support will be provided throughout the school year. 	<ul style="list-style-type: none"> • Newly Hired Teachers will participate in a two-day Induction to review keys instructional resources, along with technology and school based resources. This added support has been shown to aide in retention of newly hired teachers. • Teachers and school-based collaborative teams will view and reflect on videos of exemplary practice using MyLearningPlan. • Building-level administrators and district supervisors will explore effective evaluation implementation strategies by engaging in follow up training during the summer and school year.
<p>3</p>	<ul style="list-style-type: none"> • Principals will provide teachers with support as outlined in their respective school's PDP for School Leaders. 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 colleague's videos showcasing sound instructional practices. • 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.
<p>4</p>	<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 performance data and use 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.



		<ul style="list-style-type: none"> • Teachers will develop high quality SGOs and revise as necessary within the provided time-lines. • Teachers will guide students to monitor their own progress.
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3: PD Required by Statute or Regulation

State-mandated PD Activities
See page 5 of plan.

4: Resources and Justification

Resources
<p>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.</p>
Justification
<p>2017-18 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the NJ Student Learning Standards 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 NJSLs 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.</p>

Signature: Dr. James Pedersen
Superintendent Signature

8/20/18
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