

# ESSEX COUNTY SCHOOLS OF TECHNOLOGY

*2022-23 Professional Development Plan*



Dicxiana Carbonell

OFFICE OF CURRICULUM & INSTRUCTION | [WWW.ESSEXTECH.ORG](http://WWW.ESSEXTECH.ORG)

The Professional Development Plan has been developed in accordance with the State of New Jersey Department of Education's guidelines and regulations (N.J.A.C.6A:9C-3.2). The Plan is designed to align district initiatives with the ACHIEVENJ Act.

Input has been solicited from the building Principals, Supervisors, Directors and ScIP Committees. The Plan is intended to:

- Professional learning shall incorporate coherent, sustained, and evidence-based strategies that improve educator effectiveness and student achievement, including job embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.
- Professional development shall have as its primary focus the improvement of teachers' and school leaders' effectiveness in assisting all students to meet the New Jersey Student Learning Standards.
- Professional development shall align with the professional standards for teachers and School Leaders in N.J.A.C. 6A:9-3 and the standards for professional learning in N.J.A.C. 6A:9-5.3.

Respectfully submitted by:

James Pedersen, Ed.D.  
Superintendent of Schools  
August 15, 2022

Dicxiana Carbonell, Ed.S.  
Assistant Superintendent for Curriculum & Instruction



Joseph N. DiVincenzo, Jr.,  
Essex County Executive  
And Essex County Board  
of County Commissioners



*"Our Schools of Technology  
offer our students a dynamic,  
first-class education that will  
provide them with the  
foundation for a successful  
future."*

### Nondiscrimination/Title IX Statement

The Essex County Schools of Technology School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

Individuals with questions about any form of discrimination, or who wish to report a violation, are encouraged to contact any of the persons or agencies listed below. In addition, inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the U.S. Department of Education Office for Civil Rights, or both.

Mr. Michael Venezia  
Title IX/Affirmative Action Coordinator  
60 Nelson Place 1 North, Newark NJ 07102  
(973) 412-2072/ [mvenezia@essextech.org](mailto:mvenezia@essextech.org)

Dr. Patricia Clark-Jeter  
504 Coordinator  
498-544 West Market Street, Newark NJ 07107  
(973) 412-2233/ [pjeter@essextech.org](mailto:pjeter@essextech.org)

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Principal: Eric Love  
Vice Principal: Anibal Ponce  
Vice Principal: Emily Bonilla  
  
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Principal: Ayisha Robinson  
Vice Principal: Gerard DiVincenzo  
  
Essex County Newark Tech  
Principal: Carmen Morales  
Vice Principal: Jenabu Williams



# Professional Development Plan and Mentoring Statement of Assurance

District Name: ESSEX CO VOC-TECH

[Print](#)

## Statement of Assurance for the District Professional Development Plan

- 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 pursuant to 6A:9C-4.1(c).
- The school district PDP includes any professional development required by statute or regulation pursuant to 6A:9C-4.1(a)2.
- School-level professional development plans have been reviewed to inform the district PDP. (N/A for APSSDs and non-public schools).
- 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 pursuant to 6A:9C-4.2(e).
- The school district PDP supports and implements professional learning that addresses the NJ Student Learning 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 pursuant to 6A:9C-4.2(b).
- The school district PDP has been presented to the district board of education (or equivalent group) to review for fiscal impact pursuant to 6A:9C-4.2(b)5.
- I affirm that this district is meeting the requirements for the district-level PDP as stated above and that it includes the district mentoring plan pursuant to N.J.A.C. 6A:9C-5.3.

*Certifying Officer's Name*

*Certifying Officer's Email*

## Statement of Assurance for the District Mentoring Plan

- The district mentoring plan has been developed in accordance with mentoring program regulations for non-tenured teachers, including novice provisional teachers who hold a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS) pursuant to N.J.A.C. 6A:9C-5.

- The district mentoring plan has been submitted to the district board of education for review of fiscal impact pursuant to 6A:9C-5.3(a)1.
- The district mentoring plan has been shared with each school improvement panel pursuant to 6A:9C-5.3(a)2.
- The chief school administrator or designee annually has reviewed the plan and revised it, as necessary, based on feedback from mentor logs, each school improvement panel, and data on teacher and student performance pursuant to N.J.A.C. 6A:9C-5.1(a)3.

*Certifying Officer's Name*

*Certifying Officer's Email*

**NOTE:** Before submitting data you must click the *Save Data* button. If you do not save before submitting, no data will be recorded for your submission.

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For access or technical questions please contact [DOEIT@doe.state.nj.us](mailto:DOEIT@doe.state.nj.us) [DOE Homeroom](#)  
For questions about the Educator Evaluation Process please contact [Educators Evaluation Help Desk](#) [NJ Department Of Education](#)

## **POLICY 3240 - PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF MEMBERS**

The Board of Education encourages all teaching staff members to pursue a program of continuing professional development by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and/or independent scholarship.

Teaching staff members may be permitted to: visit other schools and classrooms; attend local, regional, or national conferences; participate in committees, workshops, and panels, both within and outside the district. Requests for participation in such professional development activities must be submitted in writing to the Superintendent or designee for approval. In addition, the Board of Education must approve all travel expenditures in accordance with N.J.S.A. 18A:11-12 and the State of New Jersey Department of the Treasury, Office of Management and Budget Circulars 08-19-OMB and 06-14-OMB (OMB Circulars) and any superseding circulars and any additional requirements set forth in N.J.A.C. 6A:23A-7 et seq.

A teaching staff member who has been granted time off and/or approved to be reimbursed for a professional development activity shall submit to the Superintendent or designee, with a copy to the School Business Administrator/Board Secretary, within ten working days, a brief written report that includes the primary purpose of the travel, the key issues addressed at the event, and their relevance to improving instruction or the operations of the school district.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates in accordance with N.J.A.C. 6A:9B-8 through 11 and 13 and all active school leaders serving on a permanent or interim basis whose positions require possession of the Chief School Administrator, Principal, or Supervisor endorsement in accordance with N.J.A.C. 6A:9B-12 shall comply with the professional development requirements as outlined in N.J.A.C. 6A:9C-4.1 et seq.

To meet the professional development requirement, each teacher shall be guided by an individual Professional Development Plan (PDP), which shall include at least twenty hours per year of qualifying activities as outlined in N.J.A.C. 6A:9C-4.4. The PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3.3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The PDP shall be updated annually in accordance with N.J.A.C. 9C-4.4(c) and modified during the year as outlined in N.J.A.C. 9C-4.4(d).

District-level and school-level professional development planning and implementation shall be in accordance with the requirements of N.J.A.C. 6A:9C-4.2.

Implementation of the professional development requirement for school leaders shall be in accordance with N.J.A.C. 6A:9C-4.3.

The Board of Education shall comply with the monitoring and assistance requirements as outlined in N.J.A.C. 6A:9C-4.4.

The Board shall monitor and enforce the professional development requirements for teachers and school leaders set forth in N.J.A.C. 6A:9C-4.1 et seq. and shall actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the professional development requirements.

N.J.S.A. 18A:31-2; 18A:6-111

N.J.A.C. 6A:9-3.3; 6A:13-2.1; 6A:9B-8 through 13; 6A:9C-3.3;  
6A:9C-4.1 et seq.

## PROFESSIONAL STANDARDS FOR EDUCATORS

1. **Standard One: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Standard Two: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Standard Three: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Standard Four: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Standard Five: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Standard Six: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Standard Seven: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Standard Eight: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Standard Nine: Professional Learning** [Note: InTASC Standard Nine is titled Professional Learning and Ethical Practice. The Ethical Practice component of this standard was moved to create a separate NJ Standard 11: Ethical Practice and all the InTASC Std 9 items addressing ethical practice were moved to NJ Std 11.]

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

10. **Standard Ten: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. **Standard Eleven: Ethical Practice** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility stem text)  
[Note: InTASC has no eleventh standard. This one is derived from the 2004 NJ Std. 11 on Professional Responsibility]

## PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

### STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

### STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

### STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

### STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

### STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

### STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

### STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

### STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

### STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

### STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

[http://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders\\_2015.pdf](http://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf)



## MANDATED NJDOE PD SCHEDULE

All training must be verified through the submission of agenda and sign-in sheets or PD certificates. All out of district PD must be submitted for approval prior to attending. Supporting policies can be accessed through Strauss Esmay.

| Date  | NJDOE Mandated PD/ Policies  | Facilitator/Coordinator, Resources, & Target Staff  |
|---|--|---|
| <b>Summer 2022</b>  | CPR/AED Training Required P5300  | PE/Health Teachers & Coaches-Facilitator: RedCross (Coordinator-Mr. Sanchez)  |
| <b>Athletic Coordinators &amp; Coaches</b>  | Interscholastic Athletic Head Injury Safety Training Program P2431.4   | Athletic Coordinators & Coaches-Facilitator: Mr. Sanchez or Designee  |
|   | School Physician Completion of Cardiac Assessment PD Module P5305  | Statement of Assurance – Coordinator: Ms. Tanner  |
|   | Student Athlete Cardiac Assessment Professional Development Module P2431.4; P5310  | Physicians & Advanced Practice Nurses must complete the Student Athlete Cardiac Screening PD Module & certify completion of module on Pre-Participation Physical Evaluation Form *must be verified by School Nurses |
|   | Student Athlete Cardiac Screening PD Module<br><a href="https://www.nj.gov/education/students/safety/health/services/athlete.shtml">https://www.nj.gov/education/students/safety/health/services/athlete.shtml</a> |   |
| <b>Summer 2022</b>  | Teacher Mentor Training P3126  | NJDOE Mentoring Toolkit-Facilitators: Mr. Singh, Ms. Carbonell  |
| <b>Selected Teacher Mentors/ Coaches Training</b>                                 |  |   |
| <b>Summer 2022</b>  | I&RS Referral P2417  | Training for I&RS School Leads Workshop-Coordinator: Dr. Jeter  |
|   | NJSMART P2428.1  | NJDOE Webinars & Training for BSingh & SMaldonado   |
| <b>Summer 2022</b>  |  | <b><i>Schoology Learning Management Platform</i></b><br>Professional Development for All Teachers   |
| <b>August 16<sup>th</sup> &amp; 17<sup>th</sup> Newly Hired Teacher Induction</b> | Suicide Prevention-2hrs Every 5yrs P5350   | Policy & SafeSchools- Youth Suicide: Awareness, Prevention and Postvention, Module: Jason Flatt   |
|   | Harassment, Intimidation, & Bullying-2hrs Every 5yrs P5512   | 2hr Training & Policies   |
| <b>* All Newly Hired Teachers/ Presenter: CO</b>                                  | Missing/Abused Children Reporting P8462; P8464   | Present/Share Policies  |
|   | Educator Evaluation P3222; P3221   | Danielson Framework for Teaching, MyLearning Plan, & AchieveNJ Evaluation   |

|   |   |  |
|---|---|--|
| <b>August 18<sup>th</sup><br/>Leadership<br/>Symposium</b>                              | Gang Awareness Training P5615<br><br>Educator Evaluation P3222; P3221   | Policy & SafeSchools-Gang Awareness<br><br>Danielson Framework for Teaching, MyLearning Plan, & AchieveNJ Evaluation   |
| <b>* Supervisors,<br/>Directors, Principals,<br/>Vice-Principals/<br/>Presenter: CO</b> | Admin-Ethics, Law, Governance, & HIB<br>P5512; P1540; P3211   | Policies & SafeSchools: General Ethics in the Workplace<br><br><b>Additional Local Requirement:</b><br>School/District Data, Educator Handbook, Policy Handbook, 2019-20 Initiatives, Bilingual Ed Law, Special Ed Law, NJPEPL   |
| <b>September 1st</b>  | School Safety P7430   | <b>Convocation</b>   |
| <b>School-Based<br/>InService (1.5hrs)</b>  | Law Enforcement Operations P8467;<br>P9320; P7440; P8420; P9150; P9324;<br>P9323; P7610; P8462  | School Schedules, Attendance, Procedures<br><br>Learning Expectations  |
| <b>* School Staff/<br/>Facilitator:<br/>Principals and/or<br/>Designee</b>              | Code of Conduct P5600<br><br>Educator Evaluation P3222; P3221   | Policy & Emergency Procedures<br><br><b>Specialized Populations:</b><br>Bilingual Ed Law, Special Ed Law, 504  |
| <b>September 2nd<br/>*Department-Based<br/>InService (1.5hrs)</b>                       | Career & Technical Education P2421<br><br>Use of Nebulizer P5330<br>School Nurse Delegate for Glucagon<br>P5305 -September TBD<br>Training of Delegates for Epinephrine<br>Administration P5330-September TBD | SafeSchools-General Safety Orientation *CTE<br><br>PD for Nurses *Policy & Regulations<br>ID Volunteers & Train/ Facilitator: Nurse<br>ID Volunteers & Train/Facilitator: Nurse<br><br><b>Content Area Requirements:</b><br>Content Area PD for Teachers & Support Staff:<br>Curriculum, Lesson Planning Schedule, Grading,<br>Schoolology, Danielson Framework for Teaching,<br>Educator Handbook, Observations/Evaluations |
| <b>October<br/>Faculty Meeting</b>  | School Safety Teams P7430; P8420;<br>P8630<br><br>Diabetic Student Health Plan P5338  | Policies & Procedures; Identify Team Members<br>*School Safety Specialist Must Enroll in <b>NJ School<br/>Safety Specialist Academy Certification</b><br><br>Nurse Presentation  |
| <b>October 7<sup>th</sup><br/>*School-Based In<br/>Service (2.0hrs)</b>                 |   | PDPs<br><br>SGOs<br><br>Achieve NJ & Danielson Framework for Teaching:<br>Observations & Evaluations   |

|   |   |   |
|---|---|---|
| <b>October<br/>Department<br/>Meeting</b>   | General Student Needs Recognition   | Nurse Department Meeting/ Facilitator: Dr. Jeter  |
|   | Reading Disabilities-2hrs P5339; P2460  | Train ESL Teachers, SPED Teachers, Speech-<br>Language Specialists -Facilitator: Special Services   |
|   | Bilingual Education InService Training<br>P2423                               | SIOP Training for Mainstream Teachers; NJDOE ESL<br>Supervisor/Administrator  |
| <b>November 7<sup>th</sup><br/>*School-Based<br/>InService (1.5hrs)<br/><br/>SAFE SCHOOLS</b>   | HIB P5512   | SafeSchools-Bullying: Recognition & Response  |
|   | Missing/Abused Children Reporting<br>P8462; P8464                             | Policies & SafeSchools- Child Abuse: Mandatory<br>Requirements  |
|   | Violence, Vandalism, Alcohol, & Drug<br>Abuse Reporting P8461                 | NJDOE Homeroom EVVRS System Reporting - Toni<br>Pinkett, SAC, HIB?  |
|   | Asthma P5335  | SafeSchools-Health Emergencies: Asthma Awareness  |
|   | Blood Borne Pathogens P7420   | SafeSchools-Bloodborne Pathogen Exposure<br>Prevention  |
|   | Equity & Affirmative Action P1140;<br>P5755                                   | SafeSchools-Discrimination Awareness in the<br>Workplace  |
|   | Integrated Pest Management P7422  | SafeSchools-Integrated Pest Management module<br>for staff; presentation at Parent Meeting by Bruce<br>Scrive; dissemination of PowerPoint in link below to<br>students by school principals through PowerSchool;<br>Training for Bruce Scrive by DEP |
| <hr/> <p>Integrated Pest Management- <b>IPM Minimum Criteria - Structural Control</b> PowerPoint<br/> <a href="https://www.nj.gov/dep/enforcement/pcp/ipm-powerpoint.htm">https://www.nj.gov/dep/enforcement/pcp/ipm-powerpoint.htm</a></p> <hr/> |   |   |
| <b>November 9<sup>th</sup><br/>*Department-Based<br/>InService (1.5hrs)</b>   | Formative & Summative Assessments   | Analyze Existing Data to Make Curriculum<br>Adjustments   |
|   |   | Plan for Benchmark Assessments  |
|   |   | Students At Risk  |
|   |   | Student Performance Data Analysis   |
|   |   | Support and Intervention  |
| <b>December 1<sup>st</sup><br/>Faculty Meeting</b>  | Communicable Disease P8451  | Policy & Nurse Presentation   |
|   | Recognition of Substance Abuse P3218;<br>P4218; P5530 & Alcohol, Tobacco, and | SafeSchools- (1) Prescription Drug & Opioid Abuse:<br>Impact on Students & (2) Student Drug & Alcohol<br>Abuse  |

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other Drug Prevention & Intervention  
P5530

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**January 13<sup>th</sup>**  
***\*School-Based***  
***InService (2.0hrs)***

PLCs will focus on Semester 1 Student Academic Success to Identify 1. Students at Risk and 2. Supports and Interventions

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**March 10<sup>th</sup>**  
***\*Department-Based***  
***InService (2.0hrs)***

Training for Various Content Areas

Facilitators/Coordinators: District Supervisors/Directors and/or designees.

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### Professional Learning 2022-23

A variety of professional learning opportunities will be afforded to the teachers, administrators, and support staff so as to support growth and development in content knowledge, skills, and pedagogy.

Professional learning will be facilitated through online resources and in-person through in-district and out-of-district workshops and conferences. Through the tuition reimbursement program, teachers that apply, will be reimbursed for pre-approved college/university level courses. On November 10<sup>th</sup> & 11<sup>th</sup>, the district will close in order to afford NJEA members to attend the annual NJEA Conference in Atlantic City where a number of relevant workshops are offered.

In-District Professional Learning Dates:

September 1-2, 2022

October 7, 2022

November 7, 2022

November 9, 2022

January 13, 2023

March 10, 2023

Staff will also be able to complete NJDOE mandatory training through the Safe Schools portal and local/state training sessions/modules.

August 16-17<sup>th</sup>: Newly hired teachers and staff will attend the Newly Hired Teacher Induction during the summer so as to prepare for the September school opening.

August 18<sup>th</sup>: Annual Leadership Symposium will afford school and district leaders to share best practices, engage in professional learning, and learn about district initiatives for the 2021-22 school year.

## NEWLY HIRED TEACHER INDUCTION (PAYNE TECH)

| Date/Time                     | TOPIC(S)   | Presenters   | Teaching Standards |
|-------------------------------|--|--|--------------------|
| 8:30-8:45                     | <b>DAILY GREETINGS: DR. JAMES PEDERSEN, SUPERINTENDENT</b>   |  |                    |
| 8:45-9:00                     | <b>MEET ADMIN/DIRECTORS/SUPERVISORS</b>  |  |                    |
| 8/16/22<br><b>9:00 -10:00</b> | <b>INSTRUCTION &amp; PROGRAM</b> <ul style="list-style-type: none"> <li>• ACADEMIC PROGRAMS               <ul style="list-style-type: none"> <li>○ NJSLs: CURRICULUM &amp; LESSON PLANNING</li> <li>○ STATE &amp; LOCAL ASSESSMENTS</li> </ul> </li> <li>• CTE PROGRAMS</li> <li>• SPECIALIZED POPULATIONS               <ul style="list-style-type: none"> <li>○ SPECIAL EDUCATION</li> <li>○ ENGLISH LEARNERS</li> </ul> </li> </ul> | DCarbonell<br><br>JDolan<br><br>PJeter/PSchaffer<br>ELomba | Standard 1-8       |
| 8/16/22<br><b>10:15-11:00</b> | <b>EVALUATION PROCESS</b> <ul style="list-style-type: none"> <li>• ACHIEVE NJ               <ul style="list-style-type: none"> <li>○ OBSERVATION PROCESS</li> </ul> </li> <li>• MY LEARNING PLAN</li> <li>• EVALUATION PROCESS: SGOs &amp; PDPs</li> </ul>   | DCarbonell<br><br>BSingh                                   | Standard 1-8       |
| 8/16/22<br><b>11:00-11:30</b> | <b>TECHNOLOGY TOOLS</b><br>EDCONNECT • SCHOOLGY • POWERSCHOOL •<br>OUTLOOK • TECHNOLOGY ACCEPTABLE USE:<br>HELP DESK   | SMaldonado/<br>SHvaleck/ EBonilla                          | Standard 5         |
| 8/16/22<br><b>12:30-2:00</b>  | <b>MENTOR/COACH</b> <ul style="list-style-type: none"> <li>• PROFESSIONAL STANDARDS FOR TEACHERS</li> <li>• ROLES &amp; RESPONSIBILITIES</li> <li>• RELATIONSHIP &amp; ASSIGNMENT</li> </ul> <b>TEACHER PANEL Q &amp; A (4-5 teachers)</b>   | DCarbonell/<br>BSingh/ Teachers                            | Standard 10, 11    |
| 8/17/22<br><b>8:45-9:15</b>   | <b>CENTRAL OFFICE MATTERS</b> <ul style="list-style-type: none"> <li>• BUSINESS OFFICE INTRODUCTION</li> <li>• HUMAN RESOURCE:<br/>               CERTIFICATION • TUITION • AESOP •<br/>               REIMBURSEMENT • SOURCE FOR TEACHERS •<br/>               ATTENDANCE • FIELD TRIPS &amp; PROFESSIONAL<br/>               DEVELOPMENT             </li> </ul>   | MVenezia<br>SGaskin<br>DMinnecci                           | Standard 9, 11     |
| 8/17/22<br><b>9:15-10:00</b>  | <b>AFFIRMATIVE ACTION</b>  | MVenezia   | Standard 11        |
| 8/17/22<br><b>10:00-10:30</b> | <b>SCHOOL SAFETY</b>   | CMorales/<br>GRispoli                                      | Standard 11        |
| 8/17/22<br><b>10:30-11:30</b> | <b>POLICIES &amp; PROCEDURES</b> <ul style="list-style-type: none"> <li>• CHILD ABUSE OR NEGLECT</li> <li>• I&amp;RS &amp; 504s</li> </ul>   | PJeter   | Standard 11        |
| 8/17/22<br><b>12:00-1:00</b>  | <b>HARASSMENT, INTIMIDATION, &amp; BULLYING (HIB)</b>  | JWilliams  | Standard 3         |
| 8/17/22<br><b>1:00-2:00</b>   | <ul style="list-style-type: none"> <li>• ECVTA PRESENTATION</li> </ul>   | TPatierno  | Standard 10, 11    |

**ESSEX COUNTY SCHOOLS OF TECHNOLOGY  
LEADERSHIP SYMPOSIUM  
AUGUST 18, 2022-PAYNE TECH**

| Time               | Item  | Leadership Standards |
|--------------------|---|----------------------|
| <b>8:30-8:45</b>   | Welcome– Dr. James Pedersen: Vision & Mission   | Standard 1,10        |
| <b>8:45-9:30</b>   | NJ Standards for School Leaders, NJ Professional Standards for Teachers, Achieve NJ Evaluation Requirements, NJDOE PD Plan Requirements, Educator Handbook (DCarbonell) | Standard 4,5,6,7     |
| <b>9:30-10:00</b>  | Data Goals for the District – SAT, NJSLA & NOCTI, SGO<br>Danielson Framework for Teaching (BSingh)  | Standard 4,5         |
| <b>10:00-10:30</b> | Educational Law, Ethics, & Governance (MDurkin)   | Standard 2,9         |
| <b>10:30-10:45</b> | BREAK   |                      |
| <b>10:45-11:10</b> | Principal's Report- School Goals 2021-22  | Standard 1,2,3       |
| <b>11:10-11:30</b> | Business Office Updates (BDavis)  | Standard 9           |
| <b>11:30-12:00</b> | LUNCH   |                      |
| <b>12:00-12:15</b> | Information Technology Update (SHlavacek)   | Standard 9           |
| <b>12:15-12:30</b> | Career & Technical Education (JDolan/CDeLaPaz)  | Standard 3, 4,5      |
| <b>12:30-1:00</b>  | Supervisors Update –Departmental Goals & Curriculum Initiatives 2021-22   | Standard 3, 4,5      |
| <b>1:00-1:15</b>   | Athletics (GSanchez)  | Standard 5,8         |
| <b>1:15-1:30</b>   | Human Resources Updates & Initiatives: PD, Hiring, Certification (MVenezia)   | Standard 6,9         |
| <b>1:30-1:45</b>   | ESL (ELomba)  | Standard 3,4,5       |
| <b>1:45-2:00</b>   | Guidance, 504, & Special Education Updates (PJeter)   | Standard 3,4,5       |
| <b>2:00-2:15</b>   | Parent Coordinator  | Standard 5,8         |
| <b>2:15-2:30</b>   | Professional Learning Communities (Principals)  | Standard 7,8, 10     |
| <b>2:30-3:00</b>   | Conclusion, September Opening & Convocation (JPedersen)   | Standard 2,7,9,10    |

Standard 1: Mission, Vision, and Core Values  
 Standard 2: Ethics and Professional Norms  
 Standard 3: Equity & Cultural Responsiveness  
 Standard 4: Curriculum, Instruction, and Assessment  
 Standard 5: Community of Care & Support for Students

Standard 6: Professional Capacity of School Personnel  
 Standard 7: Professional Community for Teachers & Staff  
 Standard 8: Meaningful Engagement of Families & Community  
 Standard 9: Operations and Management  
 Standard 10: School Improvement

**ESSEX COUNTY SCHOOLS OF TECHNOLOGY**  
**Professional Development Plan (PDP) 2022-23**

|                                    |                            |                             |
|------------------------------------|----------------------------|-----------------------------|
| <b>District Name</b>               | <b>Superintendent Name</b> | <b>Plan Begin/End Dates</b> |
| Essex County Schools of Technology | DR. JAMES PEDERSEN         | July 2022– June 2023        |

**1: Professional Learning (PL) Goals**

| <b>PL Goal No.</b> | <b>Goals</b>  | <b>Identified Group</b>  | <b>Rationale/Sources of Evidence</b>   |
|--------------------|---|--|--|
| <b>1a</b>          | Build capacity of all teachers, parents, and leadership to apply a variety of technology tools to use as a medium to facilitate learning and monitor student academic progress. | Teachers and principals/vice principals/supervisors/ directors | <ul style="list-style-type: none"> <li>• Ongoing Professional Development will provide teachers with the knowledge and support to fully understand and apply technology tools in a variety of instructional ways and positively impact teaching and learning. (e.g. Mastery Coding, NJ CyberSecurity, MOS, Quickbooks, Schoology, Nearpod, PowerSchool Unified Classroom, PowerSchool Teacher, PowerSchool Parent Portal, etc.)</li> <li>• Ongoing professional learning opportunities for parents will help empower parents and build a stronger partnership between the home and the school.</li> </ul>  |
| <b>1b</b>          | Build capacity of all teachers and leadership to analyze student performance data to align instruction and assessment with the NJ Student Learning Standards.                   | Teachers and principals/vice principals/supervisors/ directors | <ul style="list-style-type: none"> <li>• PLCs will afford teachers the opportunity analyze district, class, and individual student performance data. As a result, staff will be more prepared to design and deliver instruction that addresses the needs of our students (especially English Learners and Special Education) within the goals and parameters articulated in the New Jersey’s Student Learning standards and curriculum.               <ul style="list-style-type: none"> <li>○ Summer Programs</li> <li>○ Afterschool and Saturday Enrichment Programs</li> </ul> </li> <li>• Training on effective PLCs will occur during the school year.</li> <li>• School and district leaders will have the opportunity to analyze data to support instruction during the summer leadership symposium to address in the PLCs during the school year with their respective staff.</li> <li>• Other data that must be analyzed to inform instructional/curricular initiatives/interventions include NJSLs-Science, Math, &amp; ELA, CTE Completer Exams, Access for ELLs, PSAT, SAT, &amp; Accuplacer.</li> </ul> |

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| 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/vice principals/supervisors/ directors | <ul style="list-style-type: none"> <li>• State requirements are in place for implementing the evaluation system based on the TEACHNJ Act.</li> <li>• Information about the regulations will be shared during the September faculty meeting along with a review of the Danielson Framework for Teaching. <ul style="list-style-type: none"> <li>○ Newly hired teachers will also receive this information during the summer Induction, along with the SGO and PDP requirements.</li> </ul> </li> <li>• Teachers need additional support and training in designing SGOs and PDPs that are aligned to school and district instructional goals &amp; student performance data.</li> <li>• Teachers hired from industry will continue to be provided with the necessary supports to be successful in the alternate route 400hr Brookdale program and licensing exams.</li> <li>• Teachers hired with a standard certification will be provided with Coaches so as to ensure a smooth transition and success in our district schools.</li> </ul> |
| 3 | Continue to build capacity of staff in further developing and supporting students' Social & Emotional growth.   | Teachers and principals/vice principals/supervisors/ directors | <ul style="list-style-type: none"> <li>• Based on the feedback received from students and staff, Social Emotional supports and workshops implemented during the 2021-22 SY had a positive impact on student attendance and progress and overall academic performance.</li> <li>• Staff will receive additional trainings and tools to implement SEL in the classroom.</li> </ul>   |
| 3 | Build capacity of teachers to engage in continuous professional growth by using high quality, job-embedded, collaborative PL practices.                     | Teachers and principals/vice principals/supervisors/ directors | <ul style="list-style-type: none"> <li>• Ongoing professional learning on instructional design and delivery will be a major focus for the 2022-23 SY. Areas such as Questioning &amp; Discussion, Engaging Students in Learning, Technology Tools, and Using Assessments in Instruction will be continuously addressed based on the data analysis PLC sessions.</li> <li>• For CTE teachers, continuous training will be provided to address the Employability Skills sought after by employers and the new Career Readiness, Life Skills, and Key Skills.</li> </ul>  |
| 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/vice principals/supervisors/ directors | <ul style="list-style-type: none"> <li>• 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.</li> </ul>  |



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|  |  |  | <ul style="list-style-type: none"> <li>• Analysis of the data in the Student Information System (PowerSchool Gradebook) will identify “at-risk” students in terms of academics and attendance and assist the staff in developing early intervention strategies.</li> <li>• Additional follow up training will be provided on features of the learning management system Schoology to ensure the teacher pages are properly organized and the content is relevant and comprehensive.</li> </ul> |
|--|--|--|--|

## 2: Professional Learning Activities

| PL Goal No. | Initial Activities   | Follow-up Activities (as appropriate)   |
|-------------|--|---|
| 1           | <ul style="list-style-type: none"> <li>• Select teachers, supervisors, and administrators will be offered summer training in the use of technology tools, including Schoology. Teachers trained during the summer will serve as teacher leaders and turnkey the training to their school colleagues during the school year.</li> <li>• School/District Leadership will be encouraged to attend NJDOE sponsored training (e.g. AchieveNJ, edConnect, School Law, Equity, Technology, etc.) as part of their professional growth.</li> </ul>   | <ul style="list-style-type: none"> <li>• Leadership Symposium - Administrators and supervisors will participate in PL during the summer on Danielson Framework, School Law, Finance Regulations, District Goals/Initiatives, School/District Data, Technology, and more.</li> <li>• 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.</li> </ul>  |
| 2           | <ul style="list-style-type: none"> <li>• Teachers will receive annual training, including a follow up refresher when needed, in the teacher evaluation instrument and development of Student Growth Objectives (SGOs) &amp; Professional Development Plans (PDPs).</li> <li>• Building-level administrators and district supervisors will participate in district-sponsored training on supporting teachers in developing SGOs.</li> <li>• Building-level administrators will engage in calibration exercises to reflect on the accuracy of observation ratings/feedback.</li> <li>• 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Newly Hired Teachers will participate in additional training during the school year to address areas in which they need added support. Information and resources will be shared. This added support has been shown to aide in retention of newly hired teachers.</li> <li>• Teachers and school-based collaborative teams will view and reflect on videos of exemplary practice using MyLearningPlan.</li> <li>• Building-level administrators and district supervisors will explore effective evaluation implementation strategies by engaging in follow up training during the summer and school year during Administrative Council Meetings. [Danielson Group]</li> </ul> |

|   |  |  |
|---|--|--|
| 3 | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The district will provide funding for various out-of-district training that enhances teacher practice on addressing the NJ Student Learning standards.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers will work with their respective school leaders and colleagues to implement and/or refine job-embedded, collaborative PL practices.</li> <li>Academic and CTE teachers will work collaboratively to analyze student performance data to determine future PD needs and student interventions, particularly to increase the number of students proficient in industry-credential assessments.</li> <li>Teachers will be encouraged to visit their colleagues’ classrooms to observe lessons that promote high student engagement in learning.</li> <li>Teachers will participate in recommended trainings and webinars.</li> </ul>  |
| 4 | <ul style="list-style-type: none"> <li>Supervisors/Administrators will be offered follow up training on the use of the lesson planning and data-analysis tool edConnect.</li> <li>Teachers will be trained to analyze student performance data to identify specific areas of deficiencies as they implement a Student-Centered Instructional Approach.</li> <li>Teachers will be trained in generating and using formative assessments to track students’ progress toward attainment of performance goals.</li> </ul>  | <ul style="list-style-type: none"> <li>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, particularly in a virtual environment.</li> <li>Teachers will administer assessments on edConnect to obtain performance data, which is used to inform instructional decisions and placement of students. (Diagnostic and Benchmark Exams)</li> <li>Teachers will analyze student performance data to identify and address student deficiencies.</li> <li>Teachers will develop high quality SGOs and revise as necessary within the provided timelines.</li> <li>Teachers will guide students on how to monitor their own progress.</li> </ul> |

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| <b>3: PD Required by Statute or Regulation</b> |
| <b>State-mandated PD Activities</b>            |
| See pages 8-11 of the plan.                    |

|                                       |
|---------------------------------------|
| <b>4: Resources and Justification</b> |
| <b>Resources</b>                      |

To meet the PL needs of the districts' schools per this plan, the initial recommendation is to allocate approximately 5% of the district budget for this purpose, primarily using the Perkins, IDEA, and ESEA funds. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, fees for workshops/conferences, and staff stipends. The district offsets expenses by relying on staff expertise whenever possible. Five single session days during the school year, along with department/faculty meetings, will be dedicated for teacher-directed PL activities.

**Justification**

High quality professional learning experiences are necessary to support professional learning and improve educators' practice. Emphasis will be placed on cultivating and nurturing reflective practitioners, that are data-driven and learner-centered when designing and implementing instructional opportunities for students.

**Signature:** Dr. James Pedersen  
**Superintendent Signature**

8/15/22  
**Date**