

Gloucester City District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Gloucester City	Joseph Rafferty	July 1, 2015 to June 30, 2016

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>Differentiated Instruction Build the capacity of all teachers to differentiate instruction in their classrooms to meet the needs of all learners.</p>	PreK - 12	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2015) indicates a need for additional professional development in the area of differentiated instruction (47%) district wide. ➤ Teachers and school leaders have raised concerns regarding differentiated instruction and small group instruction during grade level and content area meetings. ➤ Analysis of the types of interventions put in place in student action plans developed by the I & RS committee and the Child Study Team indicate a need for professional development in these areas. ➤ School leaders and special education services have identified a need of differentiated instruction for students with learning disabilities such as dyslexia.
2	<p>Integrating Student use of Technology Build the capacity of all teachers to integrate student use of technology in their classrooms to meet the needs of all learners.</p>	PreK-12	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2015) indicates a need for additional professional development in student use of technology (57%), Google Classroom (52%), and SmartBoards (45%) district wide ➤ Teachers and school leaders have raised concerns regarding student use of technology during department meetings ➤ School and district leaders realize the importance of students using technology as a vehicle to learning and have made a commitment to support teachers in this endeavor.

<p>3</p>	<p>Common Core State Standards, 21st Century Standards, and Global Awareness Build capacity of all teachers to expand their knowledge of the 21st Century Standards, Global Awareness and Common Core State Standards and apply them to lessons and assessments.</p>	<p>K-12</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2015) indicates a need for professional development district wide regarding the following standards: 21st Century Standards (37%), Global Awareness (32%), and Common Core (28%) district wide. ➤ In addition, teachers indicate a desire to improving alignment of instruction and assessment to standards.
<p>4</p>	<p>State Assessments Support teachers in increasing the level of rigor in English Language Arts, particularly informational texts, and Math tasks in order to prepare for state assessments.</p>	<p>3-12 (Math & English Language Arts teachers)</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2015) indicates a desire to increase their knowledge of the English Language Arts tasks associated with PARCC (25%), increase their knowledge of the mathematics tasks associated with PARCC (32%), increase their knowledge of teaching informational text (27%) district wide. ➤ Teachers have requested more professional development in this area during component and grade level meetings.
<p>5</p>	<p>Mathematics Instruction (My Math) Support teachers in increasing the level of rigor in mathematics instruction using My Math materials in order to meet the Common Core State Standards.</p>	<p>K-3</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2015) indicates a desire for professional development on mathematics instruction using My Math materials (60%). ➤ Teachers have requested more professional development in this area during component and grade level meetings.
<p>6</p>	<p>English Language Arts/Literacy Instruction (Journeys) Support teachers in increasing the level of rigor in English language arts/literacy instruction using Journeys materials in order to meet the Common Core State Standards.</p>	<p>K-3</p>	<ul style="list-style-type: none"> ➤ Teacher survey (administered March 2015) indicates a desire for professional development English language arts/literacy instruction using Journeys materials (40%) and reading and writing across the curriculum (58%). ➤ Teachers have requested more professional development in this area during component and grade level meetings.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> ➤ Teachers will receive professional development regarding differentiated instruction. ➤ Engaged Instruction and PLN will provide training in differentiated instruction strategies that assist teachers in meeting the needs of all students. ➤ Teachers will receive professional development strategies that meet the needs of students with dyslexia. 	<ul style="list-style-type: none"> ➤ Coaches will assist teachers with data analysis of assessments to group students for small group instruction. ➤ Collaborative meetings by grade level and subject areas to discuss effective small group instruction activities. ➤ Coaches will continue to support the teachers in the practice of small group instruction through modeling.
2	<p>Integrating Student use of Technology</p> <ul style="list-style-type: none"> ➤ Teachers will be trained in student use of technology in each content area. ➤ Teachers will participate in a series of presentations and activities to increase student use of technology ➤ Coaches will model activities and lessons that incorporate student use of technology. 	<ul style="list-style-type: none"> ➤ Coaches will assist teachers with student use of technology. ➤ Collaborative meetings by grade levels and or content area to discuss effective student use of technology. ➤ Technology department will assist teachers with student use of technology.
3	<p>Common Core State Standards, 21st Century Standards, and Global Awareness</p> <ul style="list-style-type: none"> ➤ Teachers will continue to receive training regarding the Common Core State Standards in ELA and mathematics. ➤ Teachers will be trained in 21st Century Standards and Global Awareness in each content area. ➤ Teachers will participate in a series of presentations and activities to increase awareness and understanding of the Common Core State Standards and 21st Century Standards ➤ Coaches will model activities and lessons that incorporate these standards. 	<ul style="list-style-type: none"> ➤ Teachers will collaborate during department meetings to infuse Common Core and 21st Century Standards into lesson plans and classroom activities. ➤ Coaches will assist teachers with creating lessons that incorporate these standards.

4	<p>State Assessments</p> <ul style="list-style-type: none"> ➤ Departments will meet on a monthly basis with staff to review portions of the state assessments and how it can be applied to their teaching. ➤ Teachers will continue to receive professional development regarding the state assessments and embedding preparation into their lessons. ➤ Teachers will receive professional development regarding data analysis to inform their instruction of English language arts/literacy and mathematics. 	<ul style="list-style-type: none"> ➤ Collaboration during monthly meetings to infuse state like assessment questions into their lessons. ➤ Teachers will reflect on the needs of their learners and make appropriate adjustments in questioning strategies.
5	<p>Mathematics Instruction (My Math)</p> <ul style="list-style-type: none"> ➤ Engaged Instruction and PLN will provide training in mathematics strategies that assist teachers in meeting the needs of all students. ➤ Teachers will receive professional development regarding data analysis to inform their instruction of mathematics. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support mathematics instruction. ➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in mathematics through co-teaching and modeling.
6	<p>English Language Arts/Literacy Instruction (Journeys)</p> <ul style="list-style-type: none"> ➤ Engaged Instruction and PLN will provide training in English language arts/literacy strategies that assist teachers in meeting the needs of all students. ➤ Teachers will receive professional development regarding data analysis to inform their instruction of English language arts/literacy. 	<ul style="list-style-type: none"> ➤ Collaborative meetings by grade levels and or content area to discuss effective strategies and activities that support ELA/literacy instruction. ➤ Coaches will continue to support the teachers in the practice of meeting the needs of all their students in mathematics through co-teaching and modeling.

3: PD Required by Statute or Regulation

State-mandated PD Activities

- Alcohol, Tobacco, and Other Drug Prevention and Intervention
- Asthma
- Bloodborne Pathogens
- Code of Student Conduct
- Electronic Violence and Vandalism Reporting System
- Equity and Affirmative Action
- Harassment, Imitation, and Bullying
- McREL Teacher Evaluation System
- Potentially Missing/Abused Children Reporting
- Reading Disabilities (Dyslexia)
- Recognition of Substance Abuse
- School Safety
- Suicide Prevention

4: Resources and Justification

Resources

In District

- We have scheduled five and one half professional development days for in-district workshops.
- Throughout the year, additional times are dedicated to support professional learning:
 - Monthly meetings after school
 - Professional Learning Communities
 - Weekly common planning time for teams of teachers
 - Coaching
 - Peer Observations
 - SciP (School Improvement Panel)
 - Mentoring
 - Two 2-hour delay sessions

Additional outside professional resources include

- Camden County Curriculum Consortium
- ClassLink
- College of Professional and continuing Education, Rowan University
- EIRC
- Engaged Instruction, Inc.
- McGraw-Hill
- Houghton-Mifflin Harcourt
- Lexia
- LinkIt
- NJ Department of Education List of Providers
- Pearson
- Penn Literacy Network
- Standards Solution

Justification

- A teacher survey (administered March 2015) indicates a need for additional professional development in the following areas:
 - Differentiated instruction
 - Student use of technology
 - 21st Century Standards, Common Core State Standards, and Global Awareness
 - State assessments
 - Mathematics instruction (My Math)
 - English Language Arts/Literacy instruction (Journeys)
- Based on the challenges of the Common Core State Standards and next generation assessments the district understands the importance of increased rigor within the classroom.
- Instruction and professional development will be driven by an analysis of the following assessments:
 - State assessments
 - Benchmark assessments
 - Teaching Strategies GOLD Assessment Systems
 - SGO assessments
 - Writing samples
 - Pre and Post assessments
 - Midterms, quarterly assessments and finals
- School leaders have conducted classroom walk-throughs and found evidence of a need for professional development in the areas listed above.

Signature:

Superintendent Signature

Date