



Professional Development Plan for the 2019-20 School Year

Anchor Goals, Grade Band Outcomes, and PD Overview

Mission: All students will graduate with a vision for their future, motivated to learn continually, and prepared to succeed in their choice of college or career.

The Professional Development Plan is an annual professional growth plan for instructional improvement. This Professional Development Plan describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement.

The purpose of the Trenton Public School's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first.

Learning Forward Standards for Professional Learning

Standards for Professional Learning outline the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results. All professional development opportunities provided by the Trenton Public Schools aspires for seamless alignment to those adult learning standards. For questions or support, please contact the Chief Academic Office.

Learning Forward Standards Links

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Professional Development Plan for the 2019-20 School Year

Bilingual/ESL Department

ANCHOR GOAL

100% of teachers will use effective instructional strategies with appropriate scaffolds and modifications for English Language Learners (ELLs).

GRADE BAND OUTCOMES

K - 12 students will gain at least one level of English Language Proficiency in Listening, Speaking, Reading and Writing according to ACCESS 2.0 scores in Social and Instructional Language, English Language Arts, Mathematics, Social Studies and Science, and 21st Century Career Readiness skills.

Topic	Description	Audience	Person Responsible
Grade K - 12 Can Do Descriptors	Teachers will participate in a series of workshops on differentiated instructional supports/strategies in direct alignment to the linguistic proficiency levels of ELLs.	Teachers of ELLs	Elementary/Secondary ESL Supervisor
Grade K - 12 One Way Dual Language Instructional Framework	Teachers will receive training on one-way programs and will support one language group of students to become bilingual, bicultural, and bi-literate.	Teachers of ELLs	Elementary/Secondary ESL Supervisor
Grade K-12 Instructional Strategies for ELLs	All content area teachers will participate in workshops focused on instructional strategies to accommodate the needs of ELL students. These strategies will support all learners in content/skill acquisition. Culturally Responsive classroom strategies will be embedded in this training.	All Instructional Staff	Humanities, STEM, Special Education and ESL/Bilingual/WL
Grade 8-12 Trenton Global Academy Culturally Responsive Classrooms	Teachers will receive training on embedding culturally responsive instructional strategies for English Language Learners (ELLs) and recently arrived immigrant students, that acknowledges students' cultural backgrounds, skills, and social-emotional needs.	Teachers of ELLs	ESL/Bilingual Staff Secondary Supervisor
Evidence of Effectiveness:			
<ul style="list-style-type: none"> Pre and Post Assessments (district/state assessments) Formative/Summative evaluations Performance Tasks Student Projects/Portfolio Assessments 			



Professional Development Plan for the 2019-20 School Year

Health/Physical Education Department

ANCHOR GOAL

100% of teachers will provide students with the necessary skills for successful wellness and exercise programs in order to develop a foundation for healthy living - socially, emotionally, and academically.

GRADE BAND OUTCOMES

K-2 - All students will learn the importance of movement, performance and nutrition.

3-8 - All students will demonstrate the knowledge and skills needed to achieve and maintain a healthy level of physical activity and fitness. In addition, students will exhibit responsible personal and social behavior that respects self and others.

9-12 - All students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Topic	Description	Audience	Person Responsible
Grade K-2 Developing and Refining Basic Gross Motor Skills (Improved Student Engagement)	Review and redefine pre-fitness checklist Instructional activities/strategies for desired results of pre-fitness checklist Developing gross motor skills through introduction to sports	Physical Education Teachers K-2	Director of Health and Physical Education
Grade 3-5 Wellness and Integrated Fitness Skills	Peer reading groups for discussions, and fact gathering activities Targeting heart rate through small group learning activities Role playing, relays, and note taking Using graphic organizers to share similarities and differences Monitor student engagement/participation to inform programmatic changes and instructional activities	Health and Physical Education Teachers 3-5	Director of Health and Physical Education
Grade 6-12 Health Program Adoption	Teachers will receive whole group and grade level professional support and training around the new Health program. Teachers will receive it via webinar and on site with accessing the online book. Teachers will have direct access to the new and changing dynamics of healthy concepts.	Health Teachers 6-12	Director of Health and Physical Education/
Grade 6-8 Human Relationships and Sexuality	Changes associated with puberty and sexual activity and orientation Understanding safe dating and the risk of HIV, AIDS, STD's, and unintended pregnancy	Health and Physical Education Teachers 6-12	Director of Health and Physical Education
Grade 9-12 Maintaining Comprehensive Fitness Assessment	Assessing fitness components Setting fitness goals and following programs to improve fitness levels to enable lifelong wellness Technology to track fitness data	Health and Physical Education Teachers 6-12	Director of Health and Physical Education
Evidence of Effectiveness:			
<ul style="list-style-type: none"> Pre and post fitness skills checklist Formative/Summative evaluations Pacer test Personal fitness plans (6-12) Student projects Fitnessgram 			



Professional Development Plan for the 2019-20 School Year

Humanities Department

ANCHOR GOAL

100% of teachers will provide students with the skills necessary to read, write, and think about diverse grade-level texts in order to build literacy, broaden perspective, and create a world view.

GRADE BAND OUTCOMES

K-2 - The number of students identified as “Probable Readers” on the STAR Early Literacy Assessment will increase by at least 25 percent.

3-10 - The number of students reading on or above grade level according to the STAR Reading Assessment will increase by at least 25 percent.

11-12 - At least 80 percent of students will demonstrate proficiency on benchmark/end of unit assessments. Proficiency is defined as 70 percent or better.

Topic	Description	Audience	Person Responsible
Grade K-5 Reader’s Workshop	Teachers will engage in a series of workshops on the elements of the Reader’s Workshop model. <ul style="list-style-type: none"> • Read Aloud • Shared Reading • Mini Lesson (teacher-led instruction) • Guided Reading/Practice • Independent Reading • Sharing/Closure 	K-5 Instructional Staff Paraprofessionals	Humanities and ESL/Bilingual Supervisors
Grade K-2 Building Phonics Foundations	Teachers will engage in a series of workshops on foundational instruction that engages multiple learning modalities with multisensory instruction in phonemic awareness; the alphabetic principle; phonics and word study; vocabulary; high frequency/trick words; fluency; comprehension strategies; spelling and punctuation.	K-2 Instructional Staff Paraprofessionals	Humanities and ESL/Bilingual Supervisors
Grade 3 Words Their Way	Teachers will receive training on daily phonics and word study instruction with a focus on: phonemic awareness; alphabetic principle; phonics and word study; vocabulary; high frequency/trick words; fluency; comprehension strategies; and, spelling	3 Instructional Staff (all, including teachers of ESL and special education students)	Humanities and ESL/Bilingual Supervisors
Grade K-1 Kid Writing	Teachers will learn best practices for developing emerging writers (and readers!) in kindergarten and first grade. Kid Writing is an academic play-based setting supported by the latest research in neuroscience and cognitive psychology.	K-1 Instructional Staff Paraprofessionals	Humanities and ESL/Bilingual Supervisors
Grade 2-5 Writer’s Workshop	Teachers will engage in a series of workshops on the elements of the Writer’s Workshop model. <ul style="list-style-type: none"> • Mini Lesson (teacher-led instruction) • Independent Writing • Conferring (During Independent Writing Time) • Sharing/Closure 	2-5 Instructional Staff Paraprofessionals	Humanities and ESL/Bilingual Supervisors

Middle School Literacy Block, Grade 6	<p>Teachers of struggling readers in grade 6 will receive professional development and coaching in Read 180 and System 44 to address skill deficits and accelerate them toward grade level proficiency. The block structure is as follows:</p> <ul style="list-style-type: none"> • Whole Group, Teacher-directed Instruction • Small Group Rotations <ul style="list-style-type: none"> - Independent Reading - Small Group Reading Instruction - Computer-adaptive Independent Practice • Whole Group Closure 	6 Teachers	Humanities and ESL/Bilingual Supervisors
Middle School Literacy Block, Grade 7-8	<p>Teachers will employ a consistent structure during the literacy block that includes the following:</p> <ul style="list-style-type: none"> • Interactive Read Aloud • Readers Workshop <i>or</i> Writers Workshop • Differentiated Word Study <p>Teachers will alternate the workshop model on a weekly rotation, giving equal time to reading and writing.</p> <p>Additionally, teachers will receive professional development in PowerUp to best differentiate foundational reading skills as well as comprehension and vocabulary development.</p>	7-8 Teachers	Humanities and ESL/Bilingual Supervisors for Secondary
<p>9-12 <i>myPerspectives</i> (Adoption Year 2)</p> <p>9-12 Honors and AP Adoption Year 1</p>	<p>Teachers will receive differentiated professional development and coaching on the following:</p> <ul style="list-style-type: none"> • Close Analytic Reading • Instructional Grouping and Small Group Instruction <p>Large and small group workshops will be offered on district professional days (reduced days) with job-embedded coaching throughout the year.</p> <p>High school teachers of honors and advanced placement students will participate in professional development workshops in Bedford, Freeman, and Worth's unified high school resources. In addition to learning the content of the print resources, teachers will be introduced to the digital learning platform, <i>LaunchPad</i>, which features the digital text, study guides, and assessments.</p>	<p>ELA Teachers ESL Teachers</p> <p>ELA Teachers</p>	<p>Humanities, Special Education and ESL/Bilingual Supervisors</p> <p>Humanities Supervisor and Literacy Specialists</p>
6-12 Social Studies Adoption Year 1	<p>All professional learning opportunities will focus on using the newly adopted core resource with fidelity and a graduated transition from traditional instruction (paper, pencil, and physical text only) to hybrid/blended learning experiences.</p> <p>Social studies teachers will learn how digital resources increase student access to grade-level material, how those access points increase student ownership of their learning, and how to use disciplinary literacy strategies to build content understanding, i.e., students reading like historians, cartographers, geographers, etc.</p>	Social Studies Teachers	Humanities, Special Education and ESL/Bilingual
<p>Evidence of Implementation:</p> <ul style="list-style-type: none"> • Writing Portfolios inclusive of student progress aligned to grade level expectations • STAR Reading Diagnostic scores demonstrating progress toward grade level reading expectations • Writing Diagnostic scores demonstrating progress toward grade level writing expectations • Unit and focus text assessment data from September through June • Classroom walkthroughs and teacher observation reports (domains 1 and 3) 			



Professional Development Plan for the 2019-20 School Year

School Counseling Department

ANCHOR GOAL

100% of School Counselors will monitor students' behavioral, social-emotional, and academic development to assist them in achieving their secondary and post-secondary goals.

GRADE BAND OUTCOMES

K - 12 - Increase students' academic performance in all content areas by 10% and decrease chronic absenteeism and discipline referrals by 10% .

Topic	Description	Audience	Person Responsible
K-5 Second Step Program	<p>Second Step (Character Education Program) Second Step SEL is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children.</p> <p>Teachers will receive training in CASEL competencies: self-awareness, self-management, relationship skills, social awareness, and responsible decision making.</p> <p>Options for assessing students' competency acquisition will be collaboratively agreed upon.</p>	School Counselors K-5 Teachers Social Workers	Supervisor of School Guidance and Assessment
K-12 EDPlan/Student Success Platform (NJMTSS) Early Warning and Intervention Management System	<p>Efficiently identify students who may be at risk of dropping out of school and then monitor the effectiveness of interventions. Benchmark years are grades 3, 5, and 8.</p> <p>Grade 3: Analyze successfulness of grades K-2 Grade 5: Analyze preparedness for grade 6 Grade 8: Analyze preparedness for grade 9</p> <p>Continuous professional learning opportunities will be offered to teachers in NJ MTSS, a framework of academic and behavioral supports and interventions to improve student achievement, the three-tiered prevention logic of RTI, and I&RS.</p>	School Counselors Social Workers I & RS Teams (Principals, Vice Principals, Counselors, Nurses, Child Study Teams, Teachers)	Supervisor of School Guidance and Assessment
K-12 Restorative Practices	<p>Restorative Practices 4-day training Counselors and other culture staff will learn to use restorative circles and other strategies to prevent and mediate conflicts within the school community as certified circle facilitators.</p>	School Counselors, Culture & Climate Specialists, Social Workers, General Education and BD Teachers at the Trenton Restorative Academy	Supervisor of School Guidance and Assessment
<p>Evidence of Effectiveness: Quarterly audits in each of the areas below using the identified program resource and/or random sampling of schools</p> <ul style="list-style-type: none"> • Reduction in disciplinary referrals; students are able to self-regulate and increase social emotional learning. • Partnering with School Administration to review individual cases • Increase the number of scholarships by partnering with community organizations to provide additional award opportunities • Increase number of students applying to post-secondary opportunities using Naviance and school counselor meetings • Increase the number of students with a vision for a career through Interest Inventories embedded in Naviance 			



Professional Development Plan for the 2019-20 School Year

Science, Technology, Engineering, & Math Department

ANCHOR GOAL

100% of teachers will teach real-world, problem solving strategies using math, science, and engineering practices.

GRADE BAND OUTCOMES

K-5 Math/Science

After teachers complete at least 3 to 5 (additional) hours of high quality math and science professional development, K - 5 students will grow at least one grade level as measured on our district universal math screener.

6-8 Math/Science

- Teachers will achieve a 3 or higher (on a 1-5 scale) on Carnegie Learning Implementation Rubric in the areas of pacing, classroom discourse and execution of task.
As a result, there will be a 10% increase in the number of students who will demonstrate grade level proficiency as measured by the district assessments based on 2019 assessment scores.
 - 6th-7th Grade Power Standards.: Ratios and Proportions & Equations and Expressions
 - 8th Grade Power Standards: Functions and Algebraic Reasoning
- 70% of students will achieve their growth targets provided by the universal screener, which will lead to a 10% increase in the number of students Algebra ready by 8th grade,
- Teachers will achieve a 3 or higher on their implementation of the 8 Science and Engineering Practices as measured by the Equip Rubric. As a result, students will demonstrate a 10% increase on End of Unit Assessments based on 2019 assessment scores.

9-12 Math/Science

- Teachers will increase one level in the area of Advice for Instruction and Student Communication of Mathematics (The levels are beginning, proficient, and advanced. Teachers who are at a beginning level will become proficient and proficient teachers will become advanced.) As a result, there will be a 10% increase in the number of students who will demonstrate grade level proficiency as measured by the End of Topic and Cumulative Assessments based on 2019 assessment scores.
- 100% of teachers who teach Physics, Chemistry, Biology, and Environmental Science will utilize disciplinary literacy strategies to support student learning. As a result, 100% of students will demonstrate evidence of 2A of the Next Generation Science Standards Equip Rubric.

Topic	Description	Audience	Person Responsible
Eureka Math K-5 professional development sessions, differentiated according to prior Eureka training and /or student performance based on Y1 Math Textbook Implementation	<p>Solving Word Problems using Tape Diagrams, Math Drawing and Read-Draw-Write (RDW) process)</p> <p>Two-step <i>addition/subtraction</i> word problems K-2</p> <p>Multi-step <i>multiplication/division</i> word problems 3-5</p> <p>Understanding the Major Work Grade/ Coherence of: <i>Addition and subtraction</i>, within grade level/across K-2</p> <p><i>Multiplication and division</i>, within grade level/ across 3-5</p> <p>Preparation and Customization</p> <p>3-step process to customize lessons for student needs:</p> <ol style="list-style-type: none"> "Understand the plot" of lesson's story (unit) "Find the ladder" to climb & reach objectives "Hone the lesson" by modifying the lesson's parts: Fluency, Application, Concept Development Problem Set and Student Debrief <p>Focus on Fluency</p> <p>Ignite excitement for learning at the start of each lesson.</p> <p>Launch Eureka</p> <p>Overview of how Eureka really works (for Eureka novices)</p>	<p>K-5 Instructional Staff teaching Math</p> <p>Paraprofessionals</p>	<p>STEM Supervisors</p> <p>Principals</p> <p>Vice-Principals</p> <p>Math Specialists</p>

K-5 Teachers who completed the entire Eureka Math professional development cycle engage in embedded coaching within their schools.	<p>Eureka Coaching Sessions</p> <p>Witness a Eureka Lesson (model-lesson and/or colleague)</p> <p>Deliver a lesson collaboratively (co-teach)</p> <p>Grade-level PLC</p> <ul style="list-style-type: none"> • Module Study • PLC Planning (customize lessons for individual students) • Deliberate practice through protocol to enhance student engagement <p>Eureka Math On-Demand Webinars</p> <p>https://eurekamath.greatminds.org/webinar-library</p> <ul style="list-style-type: none"> • <i>Eureka Math</i> RTI Webinar Series • The Impact of Social-Emotional Learning on Student Achievement • Acing Pacing: Tools and Strategies for Maximizing Instructional Time • Solving World Problems with Tape Diagrams 	K-5 Math Specialists K-5 Instructional Staff teaching Math Paraprofessionals	STEM Supervisors Principals Vice-Principals Math Specialists
K-5 Math Universal Screener and using technology to reach every learner	<p>Using Math Universal Screener to identify students' needs</p> <p>Administer universal math screener to identify specific strengths and weaknesses for both monitoring and accelerating student progress.</p> <p>Using online, adaptable, standards-based math tool with blended learning intervention strategy</p> <p>Respond to student's intervention needs by using technology with small group instructional centers.</p> <p>Accelerate student proficiency and growth through mastery of both foundational and grade-level standards.</p>	K-5 Math Specialists K-5 Instructional Staff teaching Math Paraprofessionals	STEM Supervisors Principals Vice-Principals Math Specialists
Science K-5 NJCTL PSI- Progressive Science Initiative	<p>Progressive Science Initiative (PSI)</p> <p>Use the PSI presentations, classwork, homework, lab activities, unit plans and assessments aligned to NJSLS-Science. Leverage technologies such as Google Classroom and Socrative (or Plickers) to interactively deliver more engaging instruction.</p>	K-5 Instructional Staff teaching Math Paraprofessionals	STEM Supervisors Principals Vice-Principals
Carnegie Math/Mathia 6-8 professional development will be differentiated based on teacher needs and school needs during Year (2) Implementation.	<p>Demonstration Lesson Cycle</p> <p>Consultants work in partnership with all Middle Schools to provide Demonstration Lessons. In an effort to model all phases of instruction including planning, implementation and reflection, the Demonstration Lesson Cycle is a two- day process.</p> <p>Math Academies</p> <p>The Carnegie Learning Math Academies are intensive professional development workshops for K–12 educators that are designed to expand teachers' understanding of mathematical content and pedagogy aligned to NCTM's Principles to Actions: Ensuring Mathematical Success for All (2014). There are three main elements to the Carnegie Learning Math Academies:</p>	6-8 Instructional Staff teaching Math	STEM Supervisors Principals Vice-Principals

<p>New Jersey Center for Teaching and Learning Grades 6-8 Science Dunn and HWMS</p> <p>Amplify Science Pilot Grade 6-8 Science Rivera and Kilmer</p>	<p>Demonstration Lesson Cycle Consultants work in partnership with all High Schools to provide Demonstration Lessons (DL). In an effort to model all phases of instruction including planning, implementation and reflection, the DL Cycle is a two- day process.</p> <p>The consultants will:</p> <ul style="list-style-type: none"> ● Observe the class dynamics in the participating teacher's classroom period prior to the DL ● Plan with the participating teacher, prior to the DL ● Deliver up to two different DLs during the day co-taught with the participating teacher ● Invite other teachers and administrators to observe the Demonstration Lesson ● Debrief the delivery with the participating teacher, observing teachers and administrators 	<p>6-8 Instructional Staff teaching Science</p>	<p>STEM Supervisors Principals Vice-Principals</p>
<p>Agile Mind 9-12 Math</p> <p>Professional development will be differentiated based on whether teachers are at a beginning, developing, or advanced level on the Implementation Fidelity Rubric..</p>	<p>Demonstration Lesson Cycle Consultants work in partnership with all High Schools to provide Demonstration Lessons. In an effort to model all phases of instruction including planning, implementation and reflection, the Demonstration Lesson Cycle is a two-day process.</p> <p>Developing Lab Sites Consultants work in partnership with all High Schools to develop the early adopters into lab sites (model classrooms) for the district.</p>	<p>9-12 Instructional Staff teaching Math</p>	<p>STEM Supervisors Principals Vice-Principals</p>
<p>New Jersey Center for Teaching and Learning Physics, Chemistry, and Biology</p>	<p>Demonstration Lesson Cycle Consultants work in partnership with all High Schools to provide Demonstration Lessons. In an effort to model all phases of instruction including planning, implementation and reflection, the Demonstration Lesson Cycle is a two-day process.</p>	<p>9-12 Instructional Staff teaching Science</p>	<p>STEM Supervisors Humanities Supervisor Principals Vice-Principals</p>
<p>Disciplinary Literacy (6-9)</p>	<p>Teachers will receive district provided professional development in disciplinary literacy and close reading strategies to support students' understanding of scientific text.</p>	<p>6-9 Instructional Teaching Staff Science</p>	<p>STEM Supervisors Humanities Supervisor Principals Vice-Principal</p>
<p>Evidence of Effectiveness:</p> <ul style="list-style-type: none"> ● Pre and Post Diagnostic Assessment Data ● End of Module/Topic Assessment Data ● At least 95% of students utilizing edConnect ● Effectiveness of Program Implementation Measured by Program Walkthrough Tools and Rubrics 			



Professional Development Plan for the 2019-20 School Year

Visual & Performing Arts Department

ANCHOR GOAL

100 % of teachers will provide students with opportunities to connect their artistry to core coursework and workforce opportunities.

GRADE BAND OUTCOMES

K-2 - Students will be exposed to dance, theatre and visual artwork from diverse cultures.

3-5 - Students will have an understanding of the impact of the arts in society.

6-8 - Students will explore the significant contributions of the arts from diverse cultures throughout history.

9-12 - Students will demonstrate proficiency in the arts and its historical influence in world cultures.

Topic	Description	Audience	Person Responsible
The Influence of the Arts through History and Across Cultures	Provide overview and philosophy of district's Visual and Performing Arts Integration, which is an approach to teaching that connects an art form and another subject area. Differentiate past and contemporary works of dance, music, theatre and the visual arts representing important ideas, issues and events that are chronicled in diverse cultures.	All Visual and Performing Arts Teachers, K-12 Content teachers may voluntarily participate	Supervisor of Visual and Performing Arts Teachers of Fine and Performing Arts
Pre-K-12 Professional Learning Communities	Unpack the New Jersey Department of Education History of the Arts and Culture by offering opportunities for Fine Arts and Non-Arts Teachers to collaborate in developing interdisciplinary lessons. Focus on the Teaching and Exploration of Musical Theater, Operas, through Cohesive and Integrated, Dance, Drama, Vocal Music, Instrumental Music, Performances and Stage Building-Construction Projects.	All Visual and Performing Arts Teachers, K-12	Supervisors and Arts Integration Partnerships
The Business of the Arts	Experiential learning, Internships, Externships, and Workforce Development opportunities in the Arts. Teachers will participate in job-embedded workshops provided by local businesses (Trenton and Mercer County) in job-ready skills in the arts.	Visual and Performing Arts teachers, 9-12, and parents	Supervisor and local partners to the VPA department

Evidence of Effectiveness:

- Photographs and Videos of Performances
- Media-Television Productions
- District-wide Visual and Performing Arts Festival
- Community Arts Team Performances and Presentations



Professional Development Plan for the 2019-20 School Year

World Languages Department

ANCHOR GOAL

100% of all students will have access to World Language Instruction in grades K-12 which will lead to the acquisition of 21st century skills, specifically in the areas of communication, collaboration and global citizenship.

GRADE BAND OUTCOMES

K-12 – All students will engage in learning a World Language.

9-12 – Increase the number of students receiving the Seal of Biliteracy by twenty five percent.

Topic	Description	Audience	Person Responsible
Grade K-5 Unpacking World Language Curriculum Online Blended Learning Communicative Mode of Communication	Unpack Elementary World Language Curriculum Review of all modes of communication and appropriate activities that are aligned to each mode of communication and research-based efficacy Review vocabulary related to all modes of communication Review of all cultures related to the target language	World Language Teachers Language Lab Teachers	Elementary World Language Supervisor
Grade 6-12 Unpacking World Language Curriculum and Best Strategies Seal of Biliteracy Eligibility Criteria	Continue to unpack Intermediate World Language Curriculum Review of all modes of communication and appropriate activities that are aligned to each mode of communication and research-based effective Review vocabulary related to all modes of communication Review of all cultures related to the target language Professional development related to the early identification of students who are prospective candidates for the Seal of Biliteracy	Secondary World Language Teachers	Secondary World Language Supervisor
Evidence of Effectiveness:			
<ul style="list-style-type: none"> Pre and post assessments Formative/Summative evaluations Performance Tasks Student Projects / Portfolio Assessments Seal of Biliteracy Student Cohort 			



Professional Development Plan for the 2019-20 School Year

Specialized Services Department

ANCHOR GOAL

100% of collaborative teaching partners will employ co-teaching models to best service students in a cooperatively taught classroom.

100% of teachers will write goals and objectives that are aligned to student Individual Education Plans (IEPs) and grade level curriculum.

100% of Child Study Team members will manage their cases at a high level and on an individualized basis.

GRADE BAND OUTCOMES

K-12 – Instructional Staff, including Paraprofessionals and 1.1 Aides, will work with students to support them in meeting individualized reading, writing, and math goals.

Topic	Description	Audience	Person Responsible
Effectively Collaborating with Teachers (Co-Teaching Models)	One Teach, One Observe One Teach, One Assist Parallel Teaching Station Teaching Alternate Teaching Team Teaching	All Instructional and Support Staff	Director of Specialized Services Specials Education Supervisors
PLAAFs	Teachers will receive professional development on writing effective PLAAFs in relation to students' IEPs	Special Education Teachers (ALL)	Director of Specialized Services Specials Education Supervisors
Student Goals and Learning Objectives	Teachers will receive professional development on writing goals and objectives in accordance with students' IEPs	Special Education Teachers (ALL)	Director of Specialized Services Specials Education Supervisors
Special Education Regulation and IEP Compliance	All Child Study Team (CST) members will attend workshops to ensure their working knowledge of current updates to special education regulations and IEP compliance	Child Study Teams	Director of Specialized Services Specials Education Supervisors
Grade 2-5 Wilson Reading System	Teachers will engage in a series of workshops designed for students who have not been able to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to language-based learning disability, such as dyslexia.	Special Education Teachers (Self-Contained and Resource)	Director of Specialized Services Specials Education Supervisors
Evidence of Effectiveness <ul style="list-style-type: none"> Increase literacy rate as evidenced on STAR assessment and IEP progress reports 			



Professional Development Plan for the 2019-20 School Year

Office of School Health Services

ANCHOR GOAL

100% of school nurses will ensure that all students achieve optimum health and adaptive environment so that maximum education is achieved.

GRADE BAND OUTCOMES

K-12 – School health services contribute to the goals of the education system and the healthcare system by providing screenings and referrals, administering medications and treatments, providing first aid, providing health counseling and education, and supporting students to acquire self-management skills.

Topic	Description	Audience	Person Responsible
The Learning Connection- Enhancing Success through Healthy School Environments	Understand the important role schools play in our children's future Describe the connection between nutrition, physical activity and cognition Identify measurable actions that can be taken to improve the culture of wellness in schools	School Nurses	Nurse Supervisor
Lead Train the Trainer – The Effects of Lead and Health Conditions	Understanding the health risk of lead and its effect on learning	School Nurses	Nurse Supervisor
Immunization Mandated Updates (City of Trenton – Health Department)	Overview and updates of immunization compliance	School Nurses	Nurse Supervisor City of Trenton – Health Department
Dealing with Pediatric Emergencies in School	Maintain current nursing trends that are relevant while in school	School Nurses	Nurse Supervisor
Evidence of Effectiveness <ul style="list-style-type: none"> • Increase school attendance rate • Maintain student optimal health while in school • Student Medical Records 			



Professional Development Plan for the 2019-20 School Year

State Mandated Professional Development

ANCHOR GOAL

To comply with state-mandated professional development activities, the District will contract with Global Compliance Network (GCN), a web-based provider for professional development programs. Employees will be required to complete the mandated annual activities by the established deadlines.

Topic	Activities/Timeline	Audience	Evidence
Bloodborne Pathogens	Annually	All district employees	GCN Report
Affirmative Action	Annually	All district employees	GCN Report
Anti-Bullying (NJ)	Training on District Policy (Annually) Training on prevention (2hrs/yr) http://www.state.nj.us/education/students/safety/behavior/hib/	All district employees	GCN Report
Child Abuse	Annually http://www.state.nj.us/education/geninfo/faq/faq_missing.shtml	All district employees	GCN Report
General Harassment	Annually	All district employees	GCN Report
Sexual Harassment	Annually	All employees	GCN Report
Reading Disabilities (screening, intervention, accommodation, and using technology)	2 Hours Annually http://decodingdyslexianj.org/wp-content/uploads/2013/01/Reading-Disabilities-Task-Force-Final-report-2012.pdf	Teachers Administrators	GCN Report
Suicide Prevention	2 Hours Every 5 Years http://www.state.nj.us/education/archive/aps/info/suicidefaq.pdf	Teachers	GCN Report
School Safety	Within 60 days of employment; reviewed and updated annually http://www.state.nj.us/education/educators/school_safety_man.pdf	All employees	GCN Report
Supervisors may request additional tutorials specific to job requirements (e.g. coaches, custodians, nurses). If additional tutorials are required, supervisors will make arrangements during the work day for their completion.			