

2015 - 2016

*Plans & Programs
for
Staff Development*

South Hackensack School District
Memorial School
Dyer Avenue
South Hackensack, New Jersey 07606-1537

Mr. Gregorio Maceri
Superintendent / Principal

South Hackensack School District

Plans and Programs for

STAFF DEVELOPMENT

"Probably nothing within a school has more impact on children, in terms of skills development, self-confidence, and classroom behavior, than the personal and professional growth of teachers. When teachers individually and collectively examine, question, reflect on their ideals, and develop new practices that lead toward those ideals, the school and its inhabitants are alive. When teachers stop growing, so do their students."

Roland Barth

Run School Run

Background

The South Hackensack School District, through its staff development policy, endeavors to make staff members more knowledgeable regarding new developments and changes in their specialized fields and assist them in utilizing new and improved methods in practice.

Programs of in-service training are and will continue to be established to provide an opportunity for the continuous professional and technical growth of staff members to meet the priorities identified within the district. These programs are developed by the Superintendent/Principal in consultation with teaching staff members.

Today's dynamic and rapidly changing society, with the tremendous accumulation of new knowledge and attending obsolescence in some areas of practice, makes it imperative that all administrative and teaching staff members be engaged in a continuous program of professional and technical growth.

The South Hackensack School District's program for staff development, both in-district and out-of-district, shall assist in preparing staff to provide a thorough and efficient educational program for all students being served by the school system.

Staff Development Activities

1. Attendance at Out-of-District Activities/Programs

Teachers and administrators are encouraged to participate in professional meetings and programs through released-time and by providing reimbursement to staff members for registration fees and purchase of relevant materials. Teaching staff members are encouraged to attend: conferences, workshops, seminars and conventions.

Course reimbursement, up to nine credits per year, is given to staff members for post-graduate study. Classroom visitations to various districts are encouraged. Of special note, cross-school teacher visitations are made involving teachers from Hackensack sending districts, including teachers from Maywood, Rochelle Park, South Hackensack and school districts within the South Bergen Jointure Commission.

Five days are set aside in the school calendar for teacher in-service days. On one or all of these days, the district takes advantage of its membership in the South Bergen Jointure Commission by sending teachers to participate in workshops sponsored by this organization.

2. Attendance at In-District Activities/Programs

In-district workshops will be given at various times during the school year. These in-service workshops will be sponsored by the board/community and from grants awarded to the school district. Topics offered address identified needs of all programs and services provided in the district.

While educators from within the district are encouraged to conduct some courses, educators are sought from outside the district to conduct other courses.

Teaching staff members are also encouraged to visit the classrooms of colleagues within the district.

When necessary/appropriate, time is scheduled during and after the school day in order to have district teachers and administrators address specific curricula needs with outside consultants.

Grade level/area meetings are planned and conducted by selected teacher leaders who meet with their colleagues to discuss pertinent curriculum topics.

3. **Professional Learning Communities** are held throughout the year.
4. **Faculty/Staff meetings** are scheduled each Monday afternoon at 3:25 p.m. throughout the year, unless notified otherwise. At this time, all staff members are given the opportunity to contribute ideas and comments concerning staff development .
5. **Professional Materials** Professional reading materials are available to all staff members. These teaching resource materials contribute to professional growth by presenting current ideas and classroom suggestions on topics such as: Common Core State Standards , Core Curriculum Content Standards and their implementation; the New Jersey Assessment of Skills and Knowledge (NJASK); Professionalism; Ethics; Teaching Techniques; Content Area Discussions; Management; Parent Relationships; Staff Relationships; Communication Skills; Student Behavior; Grading and Testing.

This report does not depict the total year's activities for staff training. Specific arrangements are made according to need on an on-going basis.

A copy of the "South Hackensack's Local Professional Development Plan" for the 2014 - 2015 school year, which was developed using standards set forth by the Professional Teaching Standards Board (PTSB), is attached. This plan was approved by the South Hackensack Board of Education.

Approved at **September 21, 2015** Board of Education meeting.



SOUTH HACKENSACK SCHOOL DISTRICT

District and School Professional Development Plan

2015 – 2016

District Name	Superintendent Name	Plan Begin/End Dates
South Hackensack	Gregorio Maceri	July 2015 – June 2016

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build capacity for all teachers to align instruction and assessment with New Jersey State Board of Education approved curricula including the development of Units of Study for the NGSS	Teachers and Principal /Supervisor	<ul style="list-style-type: none"> • A state mandate requires alignment of the science curriculum to the NGSS; • 2014 - 2105 CCSS Curriculum Pacing needed revising; • Analysis of 2014 - 2105 of district benchmark assessment data indicated weak student performance in reading comprehension and writing; therefore the district will continue to implement the DRA Reading Program for the reading component; • Analysis of 2014-2015 teachers' professional development implied the need for more teachers to attend out -of- district sustained workshops/ conferences in all content areas.



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PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
2	<ul style="list-style-type: none"> Continue implement the “Writer’s Workshop”© method of writing school-wide for grades Kindergarten through Eight with <u>support</u> from the Literacy Coach when needed. 	All ELA Teachers	<ul style="list-style-type: none"> The district’s Literacy Coach and several teachers will attend a sustained week-long seminar in providing support for the “Writer’s Workshop” ©; The district’s Literacy Coach will continue to attend the monthly “Writer’s Workshop” © meeting with other districts; Continue to research effective ways to implement this writing program.
3	<ul style="list-style-type: none"> Continue to attend and implement the Pre-Kindergarten through Grade Eight STEM Program (Science, Technology, Engineering and Math) in collaboration with the South Bergen Jointure Commission (SBJC) 	All Science Teachers/ Principal / Supervisor	<ul style="list-style-type: none"> The district does not have the finances and resources to implement a STEM Program by itself, therefore our teachers and students are collaborating with and attending the programs provided by the South Bergen Jointure Commission.
4	<ul style="list-style-type: none"> Use the Professional Development sessions given by McGraw-Hill / Glencoe publishers to implement the new math series: My Math ® and Glencoe Math® 	Mathematics PLC members/ all math teachers/all support teachers, i.e. Basic Skills Instructors / Principal/ Supervisor	<ul style="list-style-type: none"> The purchase of the new textbook series requires professional develop for all math teachers to fully understand and implement all the components and ancillary materials provided by the publishers.



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2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Principal and supervisors will provide time and support for school-based collaborative teams to develop instructional units, assessments and timelines for creating/ designing the new science curriculum: Next Generation Science Standards Curriculum NGSS. 	<ul style="list-style-type: none"> Teachers will attend SBJC curriculum writing sessions and design the units required complete the grades six, seven and eight curriculum units of study using the NGSS. The district's teachers in collaboration with the SBJC will begin drafting the third, fourth and fifth grade units of study for the NGSS.
2	<ul style="list-style-type: none"> Through the district's Literacy Coach, teachers will receive embedded support for the continued implementation of the "Writer's Workshop"©. 	<ul style="list-style-type: none"> The district's Literacy Coach will continue to attend the monthly "Writer's Workshop"© collaboration meetings with other districts and turnkey additional ideas and methodologies with the faculty at the ELA- PLC meetings. The principal and supervisors will encourage teacher to attend additional "Writer's Workshop"© trainings and/ or workshops if necessary.
3	<ul style="list-style-type: none"> The district's science teachers will attend work sessions to assist in preparing their students for the STEM sessions at the SBJC. 	<ul style="list-style-type: none"> Teachers will reinforce concepts and lessons conducted at the STEM sessions in their own classrooms.
4	<ul style="list-style-type: none"> All math teachers will attend professional development work sessions provide by the publishers of the new math series: McGraw-Hill and Glencoe. 	<ul style="list-style-type: none"> Teachers will use the resources and ancillary online components in their math lessons, ask questions and provide input into the school-wide implementation of the new math series.



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3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> • Principal and supervisors to provide training and follow-up support; • Two teacher-oriented PD days dedicated to training and alignment of curriculum. • Provide dedicated time for collaborative teams to refine aligned lessons and assessments. 	<ul style="list-style-type: none"> • Feedback loop to inform training and ongoing refinement (e.g., surveys, conversations in teams).
2	<ul style="list-style-type: none"> • Encourage teachers to attend state “Writers’ Workshop”® trainings and turnkey information learned at PLC and faculty meetings. • Funding to attend training • Funding for substitutes while teachers attend workshops • Ensure teachers’ access to videos, webinars, and online communities. 	<ul style="list-style-type: none"> • Availability of Principal and supervisors to support teachers; • Possible intensive interventions for struggling teachers
3	<ul style="list-style-type: none"> • Dedicated time for collaborative teams to reflect on STEM sessions and share evidence of impact on student learning 	<ul style="list-style-type: none"> • Principal and/ or Supervisor should recommend teachers to model lessons. • Principals/ Supervisors should identify teachers who must view model lessons by colleagues.
4	<ul style="list-style-type: none"> • The district has purchased all ancillary materials needed to enhance instruction for all subgroups including but not limited to: <ol style="list-style-type: none"> 1. Special Education 2. English Language Learners 3. Gifted & Talented 4. Students ”At risk” 5. Enrichment students 	<ul style="list-style-type: none"> • Providing technical support for online programs and activities



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4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	<ul style="list-style-type: none"> • Release time for the science teachers to attend the SBJC NGSS curriculum writing editing sessions for grades six, seven and eight; • Release time for science teachers in grade three, four and five to attend writing the NGSS units of study 	<ul style="list-style-type: none"> • Supervisor's feedback indicates the need for all science teachers to work with the SBJC on attending all curriculum writing sessions. • Supervisor will offer the district as a host for NGSS curriculum writing. • Teachers have requested time during the school year to design common assessments and to complete the alignment work.
2	<ul style="list-style-type: none"> • Teachers indicate they are satisfied or highly satisfied with quality of student writing but agree that more training is necessary. • Supervisors / Principal identified teachers who need additional support. 	<ul style="list-style-type: none"> • Based on review of summative and formative assessments created this year, additional time and support are needed in establishing baselines and creating assessments
3	<ul style="list-style-type: none"> • Arranges schedules for attending the STEM Programs. 	<ul style="list-style-type: none"> • Provide release time for teachers to attend lesson planning sessions for STEM programs



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5: PD Required by Statute or Regulation

State-mandated PD Activities

- Annual full staff Affirmative Action Training;
- Annual full staff Harassment , Intimidation and Bullying Prevention Training;
- Suicide Prevention Training for new staff members;
- McRel Evaluation System Professional Development for new faculty members;
- AED/ CPR refresher professional development (if necessary);
- Annual Bloodborne Pathogens training (for select staff members);
- Medical training (Epi-pen, CPR, etc.);
- Annual Coaches Training;
- Allergy Training and identification of allergic reactions and protocols ;
- Annual “Right to Know” training;
- Annual Integrated Pest Management training.



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6: Resources and Justification

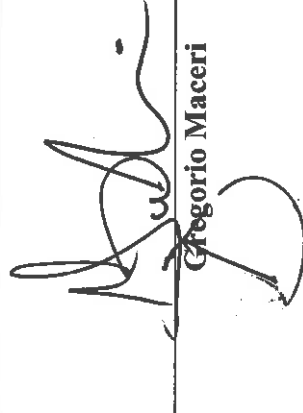
Resources

To meet the Professional Learning needs of the district per this plan, the initial recommendation is to allocate 1% of the district budget for this purpose. The allocation will come from the Federal and Local Education Agency LEA 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 controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 5 full days during the school year will be dedicated for teacher-directed Professional Learning activities. Professional Learning activities involving work by collaborative teams will be implemented through the team structures and procedures in place.

Justification

2014-2015 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the CCSS, revisions to the NJCCCS, drafting of the NGSS and Achieve NJ. High quality professional learning experiences which are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of Professional Learning Communities, promoting teachers and administrators as reflective practitioners, support for the development of high quality SGOs, and effective data use to drive instruction at the student, class and district level.

Superintendent's Signature: _____



Gregorio Maceri

June 30, 2015
Date