



Winslow Township School District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Winslow Township School District	H. Major Poteat, Ed. D.	2020-2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Implement best practices for 100% remote and hybrid learning models of instruction	Teachers School & District Administrators	• Circumstances due to Covid pandemic • Teacher and building administrator surveys
2	Continue to build capacity of teachers to utilize best practices for delivering instruction to improve student learning and achievement	Teachers and School & District Administrators	• Analysis of 2018-2019 NJSLA assessments indicated weak student performance in ELA and math • Analysis of 2019-2020 LinkIt! Benchmark Assessment data
3	Continue to build capacity of teachers and administrators to address trauma-informed social emotional learning and support	Teachers and School & District Administrators	• Circumstances due to Covid pandemic • NJDOE SEL Guidelines posted August 2017

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Beginning in July 2020, teachers and administrators will be offered multiple opportunities for professional development that address the remote and hybrid teaching models	• Principals and content supervisors will attend the teacher's remote learning classes for formal and informal/walk-through observations
2	Beginning in July 2020, teachers and administrators will be offered multiple opportunities for professional development that address unfinished learning due to the pandemic	• Principals will provide time for leadership teams to turnkey the training provided that focuses on English Language Arts and mathematics for all students, with special attention to strategies to support special education and ELL learners.



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3	The District will build on previous year's training capacity by providing monthly tips/areas of focus for teachers, administrators, and parents	• Self-Care for Educators • Post monthly video tips on District website • Create and sustain safe learning spaces supervised by teachers who model good SEL skills
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3: PD Required by Statute or Regulation

State-mandated PD Activities	
Reading Disabilities (Dyslexia) Training: The District has created a PowerPoint that contains all required information; reading specialists conduct training at the building level. Additionally, other mandated trainings are conducted virtually. The following trainings	
Suicide Prevention: Safe Schools	
Harassment, Intimidation and Bullying: Safe Schools	
Recognition of Substance Abuse	
School Safety	
Law Enforcement Operations: Memorandum of Agreement	
Code of Student Conduct:	
Potentially Missing/Abused Children Reporting:	
School Safety Teams:	
School Safety Specialist: School Safety Specialist continue to participate in mandated training	
Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse:	
Communicable Diseases	
Use of Nebulizer	
Asthma	
Diabetic Student Health Plan	
School Nurse Delegate for Glucagon	
Training of Delegates for Epinephrine Administration	
Blood borne Pathogens	
Alcohol, Tobacco, and Other Drug Prevention and Intervention:	
Career and Technical Education	
CPR/AED Training Required	
Interscholastic Athletic Head Injury Safety Training Program	



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School Physician Completion of Cardiac Assessment PD Module
Student-Athlete Cardiac Assessment Professional Development Module
Educator Evaluation (Teachers and Administrators):
Ethics, Law, Governance, Harassment, Intimidation, and Bullying:
Bilingual Education In-service Training
Equity and Affirmative Action
Integrated Pest Management (IPM)
Special Education Training
Preschool Training
Teacher Mentor Training
I&RS Referral
NJ SMART



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4: Resources and Justification

Resources

To meet the professional development needs of the district's staff as described in this plan, the District will allocate funds from a combination of local, state, and federal funding sources pending board approval. The funds cover the costs for external providers/consultants, materials, technology resources, subscriptions to online resources, and staff stipends.

Professional development structures and processes will include District in-service days, out of District professional development resources, virtual workshops, and team-based learning. The staff will be surveyed before and after each in-service workshop or training. It must be noted, the District revised its in-service day schedule by offering PD in the summer and early school year of 2020 instead of the originally planned November 2020 and February 2021 due to the unique circumstances presented by the need for 100% remote instruction.

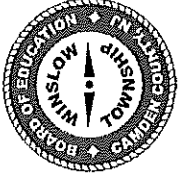
Additional off campus professional development workshops, as appropriate will assist staff in developing advanced skills in areas of identified need.

This plan controls expenses by relying largely on in-district employee expertise to turnkey the specified activities. Additionally, the District will provide opportunities for grade level and content area collaboration, Parent Nights, and continued support of on-line resources.

District practices support professional development opportunities in the individual schools. School-based committees have submitted professional development plans for review to assure the District plan addresses their needs and the team has identified the commonalities among those school-based plans. The schools will implement their plans through building meetings; common grade level planning time; formal and informal teacher observations; classroom learning walks; staff surveys; site-based management; grade level, committee, and faculty meetings; and professional development at the building level.

The District also has a well-established Instructional Council in place; Instructional Council and Administrative Liaison both provide an effective channel of communication between the administration and teaching staff. The professional development team will use these resources to remain cognizant of staff needs while simultaneously promoting staff ownership of their professional development.

The District will survey the community to get their input as well. Community round table discussions will continue as will discourse with the Citizen Advisory Committee which includes representation from each of the wards in Winslow Township. These discussions will be utilized to gather information on community needs regarding professional development for staff members.



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Justification
The District continues to make a concerted effort to fully address articulated areas of need in staff development. Teacher input was incorporated through surveys; student data results and data collected from walkthrough and formal observations were used to determine the areas of need for teacher training, and the voices of our stakeholders were taken into consideration for professional development decision making. After each professional development workshop, the District surveyed participants and tabulated the results. This information was utilized to expand or discontinue professional development opportunities on specific topics. To ensure that professional learning is addressing student learning needs and is aligned to District and school priorities, key initiatives, and instructional programs, we have carefully scrutinized student scores and data results, formal and informal observations of teacher performances, and the results of teacher and administrator surveys. These components have led to the development of professional learning opportunities for staff members. The team agreed that these opportunities need to be job-embedded and ongoing, systemic, and systematic, rather than perceived and delivered in isolation. The obvious new challenge this year is to continue this philosophy in the virtual world due to Covid-19 restrictions. The District continues to modify its professional development plan to advance student achievement by using the Triangular Model: data drives instruction, instruction drives test scores, and test scores in turn determine professional development needs. Assessment results continue to show that literacy and mathematics skills development remain a critical need across the District. Furthermore, the District continues to develop uniform assessments that address the demands of New Jersey Student Learning Standards. In addition, the District expresses its commitment to student achievement in its Mission Statement which states the District "encourages students to strive for personal excellence, and assists them in acquiring the knowledge, skills and attitudes necessary to contribute positively to a rapidly changing world," with the goal that all students become "independent, life-long learners, critical thinkers, caring and confident members of their community. District Goals, outlined in Appendix A, provide additional documentation on the District's commitment to student achievement. Of course, the most concerning new challenges center around the disruption in direct teacher guided instruction and learning caused by the need for remote instruction due to the health crisis faced by all. While our district has always been on the cutting edge of technology integration, the move to 100% remote instruction to start the 2020-2021 school year brings an additional concern of proper educational development for all students. Teacher training to effectively address gaps in student achievement will be the primary focus for professional development. Topics may include: addressing unfinished learning, remote instruction, behavior and classroom management; differentiated instruction; cooperative learning strategies; integration of technology for classroom application; collaborative and co-teaching models; assessment and data monitoring system for progress monitoring; instructional skills and strategies; standards based assessments; parent involvement procedures; Harassment Intimidation and Bullying Training; Danielson Framework System; Building Relationships; Dyslexia; Social and Emotional Learning; Sheltered Instruction, and other state and federal mandated trainings. To address these key areas, the District will offer in-service training, job-embedded professional development opportunities via demo lessons, common planning time, coaching opportunities, virtual training, and summer professional development workshops. The effectiveness of each training/ workshop is evaluated by participants.



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Achieving students tend to demonstrate a positive attitude toward learning and functioning in an academic environment. Positive social and emotional behaviors promote academic behaviors, along with parent engagement. The result is a positive learning climate. There will be continued support for teachers in developing the social, emotional, and academic aspects of all students. This has never been more important than right now. The emotional strain that our students have encountered this year is unprecedented. We want to make sure that Social Distancing does not turn into Emotional Distancing.

Administrative observations and walkthroughs can attest to the successful implementation of professional development resulting in improved teacher practices. While we have mentioned student achievement as a challenge, there have been measurable gains that can be identified throughout the District via multiple measures: state tests, District benchmarks, and student portfolios. In addition to the state assessment scores, the District continues to utilize multiple measures to identify areas of need. A review of past District data generally reveals steady improvement in student test scores (Appendix B).

Signature:

[Handwritten Signature]
Superintendent Signature

9/1/2024
Date



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Appendix A - District Goals (from BOE Agenda)

- A. Student Achievement** – Continue implement best practices for delivering instruction to students utilizing all available and appropriate instructional modes. This shall include:
 - 1. Ensuring articulation at all grade levels throughout the District
 - 2. Focus on classroom instruction at all grade levels
 - 3. Ensuring all students have equal access to equipment and resources needed to facilitate and promote student learning in any setting.
 - 4. Evaluation and updating all district programs.
 - 5. Accountability of all district staff
- B. Continue to foster a positive school environment that is conducive to teaching and learning.**
 - 1. Focus on building relationships among staff that will result in increased learning and more effective instruction
 - 2. Promote creative instruction (training and retraining)
 - 3. Emphasis on collaboration with all District stakeholders
 - 4. Promote cultural competence throughout the District
 - a. Teacher to student relationships
 - b. Student to student relationships
- C. Market our strengths and achievements to all stakeholders to increase capacity for greater parent/caregiver/community support**
 - 1. Continue with our public relations/marketing plan
 - 2. Continue to work with the various advisory committees in the District
 - 3. Examine communication methods utilized by the District