

**2008-2009 Local Professional Development Plan  
Greater Egg Harbor Regional High School District  
Atlantic County, NJ**

**December 7, 2007**

*Empowering Educators to Engage in Their Practice*

## LOCAL PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

<b>Required √</b>	<b>Form</b>	<b>Included √</b>
	Title Page (include district and county names)	√
	Local Professional Development Plan Checklist	√
	Table of Contents (pages numbered and correlated)	√
	<b>Section 1: District Profile</b>	
	District Profile Sheet	√
	Local Professional Development Committee Profile Sheet	√
	Copy of school district's goals	√
	<b>Section 2: Reflection on 2005-2006 Plan</b>	
	Summary of positive aspects of 2005-2006 plan	√
	Identification of challenges	√
	Four-tiered reflection	√
		√
	<b>Section 3: Needs</b>	
	Narrative explaining needs assessment process	√
	List of professional development needs	√
	Evidence of recent needs assessment	√
		√
	<b>Section 4: Vision and Goals</b>	
	District vision statement	√
	List of professional development goals	√
	<b>Section 5: Opportunities</b>	
	List of professional development opportunities	√
	Identification of resources	√
	Explanation of plan alignment	√
	NCLB connection	√
		√
	<b>Section 6: Evaluation</b>	
	Explanation of ongoing evaluation	√
	Description of how plan builds on previous district plan(s)	√
	Explanation of use of evaluation for subsequent plans	√

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## PROFESSIONAL DEVELOPMENT PLAN

### SECTION 1 – DISTRICT PROFILE

#### A. District Profile Sheet

Name of District: Greater Egg Harbor Regional High School District

District Code: 1790

Address: 1824 Dr. Dennis Foreman Drive, Mays Landing, NJ 08330

County: Atlantic County Code: 01 District Factor Group: CD

Chief School Administrator: Dr. Adam Pfeffer

Type of District (check one):

K- 5  K- 6  K- 12  7- 12  9- 12  Other (specify) \_\_\_\_\_

List names of school buildings, grades, current student enrollment, and number of professional staff members:

Name of building	School Code	Grades	Enrollment	Number of professional staff members (all those who hold instructional or educational service Licenses as Child Study Team Members)
<u>Absegami High School</u>	<u>040</u>	<u>9-12</u>	<u>2129</u>	<u>182</u>
<u>Oakcrest High School</u>	<u>050</u>	<u>9-12</u>	<u>1728.5</u>	<u>154</u>
<u>Listed as District Personal (shared)</u>				<u>6</u>

## LOCAL PROFESSIONAL DEVELOPMENT COMMITTEE

### B. Profile Sheet

Name of District: Greater Egg Harbor Regional High School District

County: Atlantic

### Names of Professional Staff Members Elected to Committee:

<u>Stephen Bouchard, Teacher</u>	<u>Chairperson</u>	<u>May 2008</u>	<u>sbouchard@geh.nj.k12us.com</u>
Name (please print)	Signature	Position	Term Expires (m/ y) E- mail
<u>Michael Gerhes, Teacher</u>	<u>Member</u>	<u>May 2009</u>	<u>mgerhes@geh.nj.k12us.com</u>
Name (please print)	Signature	Position	Term Expires (m/ y) E- mail
<u>Stacey Culleney, Teacher</u>	<u>Member</u>	<u>May 2008</u>	<u>sculleney@geh.nj.k12us.com</u>
Name (please print)	Signature	Position	Term Expires (m/ y) E- mail
<u>Jayne Miller, Teacher</u>	<u>Member</u>	<u>May 2009</u>	<u>jmiller@geh.nj.k12us.com</u>
Name (please print)	Signature	Position	Term Expires (m/ y) E- mail

### Names of Administrators Appointed to Committee:

<u>Henry Kobik, Supervisor</u>	<u>Secretary</u>	<u>May 2008</u>	<u>hkobik@geh.nj.k12us.com</u>
Name (please print)	Signature	Position	Term Expires (m/ y) E- mail
<u>Lea Fitzpatrick</u>	<u>Member</u>	<u>May 2009</u>	<u>lfitzpatrick@geh.nj.k12us.com</u>
Name (please print)	Signature	Position	Term Expires (m/ y) E- mail

Chairperson: Stephen Bouchard

Phone: 609-652-2473 x2432

Fax: 609-652-0139

E- mail: sbouchard@geh.nj.k12us.com

## C. District Goals

**GOAL 1:** To evaluate, monitor, and refine current programs to preserve the aspects of the schools and District that promote excellence and high achievement while identifying, encouraging, and testing new programs, technologies, materials, and methods to maximize the achievement of all pupils.

**GOAL 2:** To foster continued Professional Development of knowledge and skills to promote high achievement in both students and staff.

**GOAL 3:** To mobilize the resources necessary to sustain the school and District improvement efforts that will continually raise the levels of learning and instruction.

## **SECTION 2 - REFLECTION ON PREVIOUS YEAR'S PLAN**

### **A. Briefly summarize the positive aspects of your previous Professional Development Program and explain how that Program addressed the needs of staff and enhanced student learning.**

During the 2006-2007 school year, the Professional Development Program at both Absegami and Oakcrest High Schools continued to show ongoing success with its professional development program. Areas of study were selected from among those noted in the approved district professional development plan and various needs assessment instruments. These activities responded to the needs of individual teaching staff members while also focusing on district-wide goals. Keeping in mind the New Jersey definition of Professional Development, the underlying goals in all of the workshops was to improve research methods, pedagogy, align lessons and curriculum to increase student achievement. A renewed interest in ways to improve district test scores and ethics in student writings and research was noticed in early staff evaluations. Changes in the planned workshops and presentations were made to develop and explore these areas and provided the district with some of the most positive aspects of the plan: the incorporation of new workshops to improve instructional techniques, level of content knowledge, and standardized test preparation; an increased commitment to the district mentoring program with administrative support; and the establishment of Small Discussion Groups/Professional Study/Learning Communities within the buildings. Suicide awareness, mandated by the state, was well received by staff members as were gang and drug awareness and prevention topics.

With the continued incorporation of a large number of new staff to the district, professional development that provided new staff with the support and guidance needed to perform effectively was emphasized. The selection of topics ranged from use of district technology tools, classroom management techniques, classroom planning and student discipline, with a special focus on enhancing student learning through: differentiated instruction, alternative assessment, HSPA test taking strategies, educational pedagogy, and collegial collaboration. The committee used various in-house experts for many workshops. However, several outside presenters were used for community issues such as substance abuse and gang awareness and suicide prevention training. Relationships between the mentor and the novice teacher, were enhanced with an effort to promote more effective communication through summer mentoring workshops and follow-up training throughout the year.

Professional development activities in the Greater Egg Harbor Regional High School District (GEHRHSD) are designed to assure full staff participation through the contracted designation of three full days and five half days of training. Additional time is provided on an as needed basis and staff does meet during prep time as needed. The activities and schedule for these days vary depending upon specific goals and objectives planned. Emphasis is focused on instructional strategies that result in enhanced student learning and achievement. The topics for all sessions were intended to respond to district needs as identified in the staff needs assessment, district goals, school-level action plans, and the New Jersey Core Curriculum Content Standards (NJCCCS), the New Jersey Professional Development Standards for Teachers, and the Eight Key Elements of High Quality Professional Development for Teachers from ESEA/NCLB. Staff members are offered a choice of workshop sessions from among a broad menu of topics with emphasis focused on instructional strategies that result in enhanced student learning and achievement.

### **B. Briefly identify any challenges that your district may have encountered while implementing the Plan.**

Meeting Adequate Yearly Progress (AYP) indicators for NCLB, continues to be a challenge for the district. The high student mobility rate and growing immigrant population of the district present our district with challenges which directly correlate to the achievement levels and test scores of our student population. Early identification of at risk students becomes a more important piece of the solution. With an increase in state mandated testing areas the need to find more effective solutions to reach these student populations is one of our biggest challenges.

The following challenges were identified while implementing the Professional Development Plan:

- Identification of at risk students
- Identification of immigrant and ESL students and how to meet their needs
- Researching and acquiring information on changes and additions in state mandated testing.
- Meet the AYP indicators for the federal No Child Left Behind Act of 2001
- Coordinate alignment of Professional Development goals with all school goals, the District Induction plan, Professional Development goals, NCLB and NJCCCS
- The need for more inner district collaboration in professional development and between the district sending schools
- Increase the resources necessary to sustain the district's improvement efforts.
- Offer extended time for teachers to follow up and reinforce experiences on topics introduced in the various workshops offered through school-wide Professional Development in order to maximize the opportunity for application of acquired information.

In an effort to achieve its target goals to meet the requirements of the federal Elementary and Secondary Education Act, or NCLB, the district has established school-level goals. The activities conducted to formulate these goals constitute a significant effort to address identified needs directly related to student achievement and the CCCS. Each building conducted its own needs assessment and analyzed available district and state test data to delineate these school goals. The LPDC analyzed each building objective to determine the appropriate professional development activity to facilitate its achievement.

The ESEA/NCLB legislation also requires that the district focus attention on "teaching methods that are proven to work." Monies were dedicated in the FY 2007 NCLB Consolidated Application to the following areas of need: science and mathematics, with an emphasis on special education teachers in content areas. The district has also targeted FY 2007 Title IIA professional development funds to the aforementioned groups. The goal is to expand content area expertise while simultaneously increasing the abilities of teachers in the areas of differentiated instruction and multiple measures/assessments. Previous state assessment data analysis for past school years assisted in addressing and identifying deficiencies in curricular areas. Training was implemented to provide additional skills needed to ensure student success. This dedication of funds in the area of mathematics has shown some gains in the mathematics section of the NJ HSPA for some of the various NCLB noted sub-groups.

**C. Based on assessment of previous Professional Development Plan, explain how you will move forward in the development of the Plan next year.**

The district utilizes a number of diverse methods to fully assess its professional development needs. In the past, surveys, test data analysis, program assessments, and school assessments have been used to determine these needs. For 2007-2008, some of these methods will be utilized once again, especially the analysis of student test data from the spring 2006-2007 statewide assessments. Subsequent to all district sponsored professional development activities, members of the staff are asked for input on future professional development programs. All comments received after these sessions are aggregated and reported to the district administration and the LPDC, which continually works to implement these suggestions. In addition to these items, in developing the District Professional Plan, the LPDC uses: No Child Left Behind guidelines, community and parental and local Police input, State Reports, School Goals, NJDOE Professional Development Goals and Standards and NJCCCS.

During 2006-2007 the Professional Development Programs at both Absegami and Oakcrest High Schools included over seventy workshops focusing on: assessing, aligning, and building upon the goals outlined in previous district professional development plans. The continued use of local, district and county wide programs that promote professionalism, mastery of core content curriculum, knowledge of student learning styles and instructional techniques allowed for an increase in student performance, achievement in the classroom and on standardized tests levels.

The current plan provides the district with an ongoing, sustained classroom and teacher focused learning program. During the 2007-2008 school year we will continue to explore interdisciplinary learning to emphasize the core curriculum connections between various subjects. Also, we will continue to improve on meeting the needs of diverse learners in the classroom with the implementation of various forms of alternative assessment. Through a strong mentoring program, increased staff communication and collaboration, and the implementation of professional learning communities, teachers will work towards a stronger sense of ownership for the overall effectiveness of the curriculum and the performance of the building, district, and community in which they teach. These goals will be achieved through our dedication to promoting communication and collaboration amongst the staff within the building as well as district.

For 2008-2009, the implementation of our goals will assist in fostering a dedicated and highly qualified teaching community. With the continued development of a strong mentoring program, and building professional learning communities (PLC's) within the buildings, staff members will see sustained classroom-focused professional development as part of their regular workday. The LPDC's commitment is to offer workshops that will aid teachers in improving student performance with emphasis on the Math, Science and Language Arts areas. . Continued efforts with inter-district collaboration, interdisciplinary learning, collegial study groups, as well as the continued implementation of PLC's, independent research projects, and enhanced standardized test preparation tactics will each assist our district's schools in meeting collegial/community demands and making AYP.

To strengthen the district plan and meet its challenges, the LPDC supports the following guidelines for professional development.

- Professional development is likely to have a greater impact on practice if it is closely linked to site-based initiatives based on the learning needs of students.
- Teachers need continuing opportunities to explore questions and debate with one another in order to integrate new ideas into their repertoires and classroom practices.
- Formal training experiences will lead to changes in teaching practice depending on the quality of the experience in combination with the existence of collegial support for implementing new practices.
- The value of permitting each teacher to determine his/her own ongoing professional development is a major factor to ensure commitment and success.
- Professional development must be embedded, sustained, and linked to student learning.
- Technology and its appropriate integration in the workplace and classroom must continue to be an area of focus.
- Informational literacy and ethics might be areas of consideration in the future.
- Professional development must be a central part of the district's strategic planning initiative.

## **SECTION 3 - DISTRICT PROFESSIONAL DEVELOPMENT NEEDS**

### **A. Process Used to Assess Needs of Staff**

The professional development needs of the staff were assessed for the District through the use of a variety of methods that were both subjective and objective. Located within the appendix to this document are examples of surveys utilized by the LPDC to gauge teacher response to offerings.

The tools used were:

- Surveys of and discussions with professional development facilitators
- Teacher – Administration discussion fostered through the “What Works Process” and “End of Year” suggestions forms.
- Development and review of new and current Professional Development Plans and progress towards completion
- LPDC Focus Group Surveys
- Feedback received through the Principal's Advisory Committee Focus Group
- Discussions from administrative liaison meetings
- Supervisor input and recommendations, including comments generated during annual review meetings with staff
- Student/Administration Small Discussion Groups

- Student Performance on Standardized and Content Area Tests
- Completion of the “Highly Qualified” forms for district staff
- District Community Wide Survey Online/Phone/Mailing
- Teacher surveys, including:
  - Lichert scale evaluation of sessions
  - Staff suggestions and recommendations
  - Online technology department survey
  - Online mentoring survey conducted by the LPDC
- Student Needs were assessed using:
  - Focus Group/Discussions with the In-school Resource Officer and local police departments
  - State reports IE: Violence and Vandalism Report.
  - Community wide Anti-Bullying Discussion Groups
  - Student/Administration Small Group discussions
  - Data analysis of Standardized Test Score, including:
    - GEPA
    - S-Test9
    - S-Test 10
    - the HSPA

## **B. Listing of District Professional Development Needs -**

In accordance with our district and school goals and the aforementioned needs assessments, the professional development plan targets the following key areas of needs:

- Identify and evaluate teaching and learning styles and their impact on student classroom and standardized test performance with a goal of higher achievement.
- Continue to explore Inquiry Based Learning and Data Analysis and their use for improving student achievement levels
- Develop faculty members understanding of the social, emotional and safety needs of students and the effects of these factors on student motivation, achievement and well being.
- Streamline the communication and collaboration process between staff using updated technology ex. List Servers, Discussion Groups and other appropriate modes of communication.
- To build upon the faculty's knowledge of teaching strategies that increase student learning in order to provide opportunities for all students to reach high standards of achievement from basic skills to advanced placement levels.
- Continue to provide training for “Blackboard” and InteGrade; the district online course management and grading systems that assist and enhance student achievement and allow for more effective communication among district teaching staff and school parents.
- Continued professional development opportunities to ensure all staff meet the definition of “Highly Qualified”
- Provide additional support and training for collaborative Learning Communities to increase staff communication and collegiality throughout each level of the educational community.
- Research and plan for the implementation of Interactive Math Program
- Mentoring and retention of new teachers within the district
- Increase availability of teacher computer access including the issue of district issued laptops and to increase knowledge and skill of technology integration into the curriculum by faculty and administration.
- The need for a district wide curriculum coordinator
- Explore changing the times for full day in-service days to end with lunch I.E. 3 full sessions with staff excused for the day at 1:30pm

## **C: Evidence of Recent Needs Assessment:**

Each year the GEHRHSD schools survey teachers to determine their perceptions related to professional development and the impact these activities have had on their classroom practice. In addition evaluations are provided for teachers to respond to following participation in any of the many professional development workshop activities throughout the year.

*See evaluation tools and supportive materials in the appendix of this report.*

## **SECTION 4 - DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS**

### **A. District Professional Development Vision Statement**

The Professional Development Program throughout the Greater Egg Harbor Regional High School District is a shared responsibility for the faculties of Oakcrest and Absegami High Schools. The primary goal of our professional development program is to facilitate effective teaching among the faculty of the Greater Egg Harbor Regional High School District. Effective teaching involves engaging students with the course material (theory, content, practice) and providing a role model for rational thinking and problem solving. We acknowledge that there are many different effective teaching models and that it is paramount that each person teaches within her/his own personality. Thus we support a variety of teaching styles in order to meet the needs of a diverse population.

The Professional Development Program motivates educators to strive for performance excellence, fosters individual and organizational improvement, and strengthens the link between pedagogical knowledge, classroom practice, and student achievement. A variety of professional experiences aid educators in adjusting teaching methodologies and strengthen content area knowledge. The professional development experiences integrate the New Jersey Core Curriculum Content Standards, reflect the New Jersey Professional Standards for Teachers, address the Eight Key Elements of High Quality Professional Development for teachers, support the Definition of Professional Development from the ESEA/No Child Left Behind Act, and meet the ever-changing needs of our student population.

Professional development, in the GEHRHSD, is an on-going process that empowers the district staff to continue refining skills, inquiring into practice and developing new methods through collegial and collaborative dialogue that directly impact classroom learning.

### **B. List of District 2008-2009 Professional Development Goals**

Based on the data reviewed from the Professional Development Needs Assessment we submit five goals that clarify our intentions for teachers:

#### **Professional Development Goals**

1. To engage staff in extended, meaningful professional development activities driven by the NJCCCS that target the New Jersey Professional Standards for Teachers, address the Eight Key Elements of High Quality Professional Development for Teachers and the ESEA/NCLB and provide opportunities for teachers to increase their content knowledge in an effort to improve student achievement.
2. To increase the number of job embedded opportunities for colleagues to collaborate, interact, analyze and construct learning strategies aligned with current educational theories and practices.
3. To provide for all staff members professional development opportunities within the district that correlate with district goals and objectives for improving student performance and achievement that are led by trained district personnel whenever feasible.
4. To implement professional development opportunities aimed at increasing student achievement on standardized tests and teacher content knowledge pursuant to action plans developed for schools designated by NCLB legislation as in "need of improvement" in the district.
5. To assist all staff members in realizing the importance of self-assessment and continual development and refinement of their professional skills.
6. To assist the growth of new teachers through the implementation of district mentoring plan.

## **SECTION 5 – DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

### **A. Professional Development Opportunities**

The professional development opportunities used to implement the district's professional plan are listed below.

#### **Professional Learning Communities**

Professional Learning Communities will focus on topics such as guided reading, brain-based learning, differentiated instruction, data analysis, and understanding our multicultural population in order to increase student achievement.

#### **Mentors for New Teachers**

Training will be provided for mentors, at the building level. Our plan is to extend this training into several more sessions and to bring provisional teachers together for sharing ideas and providing feedback for future training sessions.

#### **Turnkey Training**

Faculty, who have been trained in "effective practices" will be given opportunities to share their knowledge and skills in various professional development settings. For example, this may occur in after-school settings such as faculty meetings small discussion groups, Professional Learning Communities or district wide seminars.

#### **Curriculum Work with Peers**

Work on curriculum will continue to provide opportunities for continuous, professional collegial involvement of staff. Committees will persist in aligning curriculum to the NJ Core Curriculum Content Standards.

#### **School Faculty Meetings/Department/Content Level Meetings**

Regularly scheduled department or content level meetings will continue development and articulation of curriculum and New Jersey CCCS, lesson planning, and various projects. Building administrators and School Professional Development Committees will cooperatively plan professional development activities that focus on LPDC goals.

#### **Demonstration Lessons/Collegial Observations**

Staff will be given opportunities to conduct demonstration lessons for other staff for the purpose of gaining knowledge and skills.

#### **Consultation/Coaching from Outside Provider**

Consultants will be used to work with administrators, supervisors, and staff on HSPA and content areas.

#### **Out-of-District Workshops/Conferences/Graduate Education/Summer Workshops**

Administration, supervisors and teaching staff will be able to select a workshop(s) that supports individual professional development plans, as well as district goals. Teachers are given two professional workdays plus stipends per year.

#### **Alternative Assessment**

Teachers are able to elect an alternative form of assessment which allows for innovative professional development projects and collaborative work between teachers such as implementing an action research projects in the classroom.

#### **Professional Development Days**

These days will continue to be provided to the entire faculty for district-wide professional development opportunities. The professional development opportunities for these days will be aligned with district and school-based goals.

## **B. Resources Needed for Plan**

Professional development activities in the Greater Egg Harbor Regional High School District (GEHRHSD) are designed to assure full staff participation through the contracted designation of three full days and five half days of training. Additional time is provided on an as needed basis and staff does meet during prep time as needed. The activities and schedule for these days vary depending upon specific goals and objectives planned. Emphasis is focused on instructional strategies that result in enhanced student learning and achievement. The topics for all sessions were intended to respond to district needs as identified in the staff needs assessment, district goals, school-level action plans, and the New Jersey Core Curriculum Content Standards (NJCCCS), the New Jersey Professional Development Standards for Teachers, and the Eight Key Elements of High Quality Professional Development for Teachers from ESEA/NCLB. Staff members are offered a choice of workshop sessions from among a broad menu of topics with emphasis focused on instructional strategies that result in enhanced student learning and achievement.

The Greater Egg Harbor Regional High School District will continue its membership with the ETTC consortium to provide staff with training in technology related topics. Atlantic County In-service Day will be utilized by the district to provide for specialized in-service areas not available through the local professional development committees. The district will continue to offer partial tuition reimbursement to encourage staff to enter Graduate programs and studies as an effective way to further prepare for the challenges they may meet as an educator in the classroom.

Effective professional development opportunities need to be funded from various sources. During the 2006-07 school year, the district funded professional development including registration costs, expenses, travel allowances, substitute cost and course/tuition for a total of \$141,654.00. It is expected that the funding sources will remain in the same general totals for the 2008-2009 fiscal year. In addition to the district funding allocated for professional development, resources such as NCLB's Title I (Basic skills improvement) and Title II (Teacher training and retention) and additional public and private grants will be utilized. Combining some of the two schools professional development in-services and programs will allow for better utilization of district funds and an increase in staff collaboration.

## **C: Plan Alignment**

The Local Professional Development Plan is aligned with Federal, State and District Standards. Analysis of test results helps to identify curricular areas in need of improvement and or focus. The District uses the Core Curriculum Standards, Eight Key Elements of High Quality Professional Development, NJ Professional Standards for Teachers and ESEA legislation as guidelines for developing and revising curriculum in all areas of study. Committee work takes place throughout the year to review and revise the curriculum to ensure that the standards are addressed in a comprehensive and meaningful manner for students.

All Professional Development topics have been designed to align with the existing professional development district goals. A wide range of in-service presenters and topics will continue to be offered to the staff of the Greater Egg Harbor Regional High School District to promote collegial dialogue, mentoring of new teachers and to facilitate pedagogy.

The current district Needs Assessment Surveys and Discussions have revealed that more collaboration and articulation is needed between the district's two high schools as well as with sending districts. New professional development in-services and programs will be created to increase collaboration, articulation and dialogue between the schools to ease the transition from middle school into high school. The GEHRHSD will continue to articulate with the high school's sending districts, addressing mandates required by NCLB and NJCCCS.

## C: Plan Alignment

To demonstrate how this plan reflects the New Jersey Professional Development Standards, The New Jersey Professional Standards for Teachers and the CCCS, the following information has been organized in the following table. All the opportunities listed are linked to each standard.

<b>Professional Development Activities</b>	<b>District Goals Addressed</b>	<b>NJ Professional Standards for Teachers</b>	<b>Professional Development Standards</b>	<b>Core Curriculum Content Standards</b>
<p><b>Professional Learning Communities</b> Professional Learning Communities will focus on topics such as guided reading, brain-based learning, differentiated instruction, data analysis, and understanding our multicultural population in order to increase student achievement.</p>	<b>1-6</b>	<b>1-10, Emphasis on 1,2,3,4,5,7,9,10</b>	<b>1.1, 1.2, 1.3, 2.1, 2.2, 2.5, 2.6, 2.7, 3.1.2, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.3, 6.2, 6.4, 6.5, 7.1, 7.2, 8.1-8.9, 9.1, 9.2,</b>	<b>All NJCCCS</b>
<p><b>Mentors for New Teachers</b> Training will be provided for mentors, at the building level. Our plan is to extend this training into several more sessions and to bring provisional teachers together for sharing ideas and providing feedback for future training sessions.</p>	<b>1-6</b>	<b>1-10, Emphasis on 1,4,5,6,7,9,10</b>	<b>All Standards , Emphasis on 4 and 5</b>	<b>All NJCCCS</b>
<p><b>Turnkey Training</b> Faculty, who have been trained in “effective practices” will be given opportunities to share their knowledge and skills in various professional development settings. For example, this may occur in after-school settings such as faculty meetings small discussion groups, Professional Learning Communities or district wide seminars.</p>	<b>1,2,3,5,6</b>	<b>1,4,5,6,8,9,10</b>	<b>1.1-1.9, 3.1-3.10,4.1-4.11,6.1-6.11,7.1-7,6, 8.1-8.8, 9.1-9.9, 10.1-10.7</b>	<b>All NJCCCS</b>
<p><b>Curriculum Work with Peers</b> Work on curriculum will continue to provide opportunities for continuous, professional collegial involvement of staff. Committees will persist in aligning curriculum to the NJ Core Curriculum Content Standards.</p>	<b>1-5</b>	<b>1-10, Emphasis on 1,3,4,5,6,7,8,9</b>	<b>1.1-1.9, 3.1-3.6, 4.1-4.11, 5.1-5.7, 6.1-6.6, 7.1-7.8, 8.1-8.8, 9.1-9.9, 10.1, 10.4, 10.7</b>	<b>All NJCCCS</b>
<p><b>School Faculty Meetings/Department/Content Level Meetings</b> Regularly scheduled department or content level meetings will continue development and articulation of curriculum and New Jersey CCCS, lesson planning, and various projects. Building administrators and School Professional Development Committees will cooperatively plan professional development activities that focus on LPDC goals.</p>	<b>1-5</b>	<b>1-10, Emphasis on 5,6,8,9,10</b>	<b>4.1-4.11, 6.1-1.12, 7.1-7.8, 8.1-8.8, 9.1-9.9, 10.1-10.7</b>	<b>Cross –Content Area Workplace Readiness 1-5</b>

<b>Professional Development Activities</b>	<b>District Goals Addressed</b>	<b>NJ Professional Standards for Teachers</b>	<b>Professional Development Standards</b>	<b>Core Curriculum Content Standards</b>
<b>Consultation/Coaching from Outside Provider</b> Consultants will be used to work with administrators, supervisors, and staff on HSPA and content areas.	<b>1-6</b>	<b>4,5,6,7,10</b>	<b>All Standards as needed</b>	<b>All NJCCCS</b>
<b>Professional Development Days</b> These days will continue to be provided to the entire faculty for district-wide professional development opportunities. The professional development opportunities for these days will be aligned with district and school-based goals.	<b>1-6</b>	<b>1-10</b>	<b>All Standards as needed</b>	<b>All NJCCCS</b>
<b>Alternative Assessment</b> Teachers are able to elect an alternative form of assessment which allows for innovative professional development projects and collaborative work between teachers such as implementing an action research projects in the classroom.	<b>1,2,3,4</b>	<b>1-10, Emphasis on 4,5,9</b>	<b>1.1-1.5, 1.7, 3.1-3.6, 4.1, 4.4, 5.1-5.7, 6.1, 6.2, 6.5, 6.7, 7.1, 7.2, 7.4, 9.1-9.3, 10.2</b>	<b>All NJCCCS</b>
<b>Out-of-District Workshops/Conferences/Graduate Education/Summer Workshops</b> Administration, supervisors and teaching staff will be able to select a workshop(s) that supports individual professional development plans, as well as district goals. Teachers are given two professional workdays plus stipends per year.	<b>1,2,3,4</b>	<b>1,3,4,5,6,7,8,10</b>	<b>All Standards as needed</b>	<b>All NJCCCS</b>

### **D: Reflection on Eight Key Elements of High Quality Professional Development**

Over the past few years the GEHRHSD Professional Development program has evolved into a unique program that strives to meet the Eight Key Elements of High Quality Professional Development which are outlined in ESEA/NCLB. We continue to attempt to motivate educators to strive for performance excellence, foster individual and organizational improvement, and strengthen the link between pedagogical knowledge, classroom practice, and student achievement. This on-going process allows the district staff to continue refining skills, inquiring into practice and developing new methods though collegial and collaborative dialogue, ensuring that the children of the GEHRHSD are being taught by highly qualified teachers who are committed to their students and their schools. Our staff constantly assess classroom learning activities and problem solve with other staff members to focus on actual student performance, learning experience and achievement and increase their use of subject mastery aligned with state standards and curriculums to insure that GEHRHSD teachers' learn about themselves and their environment in a continuous process that is largely under their control.

## **SECTION 6 – EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM**

### **A. Explanation of the LPDC Evaluation**

The LPDC's purpose is to plan and monitor professional development activities that are congruent with district goals and complies with any and all relevant legislation. The target of the LPDC is to develop a comprehensive approach to the evaluation of this revised professional development plan so that it provides data focused on three questions: What are the changes in teacher participants? What are the changes in the students? What are the changes in the organization--the school and/or the district? The consistent evaluation of all in-service presentations for effectiveness, information related to suggested future topics and general commentary results in the presentation of a large array of subjects that target identified needs and aligned with district goals. Information gathered from district staff, including building administration, provides the LPDC with the opportunity to accurately assess professional development workshops in terms of content relevance, facilitator effectiveness, time provisions, and relevance of presented material to student learning/achievement. Evaluation approaches utilized included large and small group discussions / lectures, small group tutorials / lessons, and directed meetings between departments, teams, and partnerships. All acquired data is further reviewed, discussed, and organized by the LPDC in an effort to properly plan for future in-service programs. As a result, we continue to progress confidently with the knowledge that our district approach is functioning successfully.

Staff involvement in feedback sessions guides the LPDC in its effort to continue to provide relevant programs that emphasize classroom applications resulting in enhanced pupil achievement. Positive feedback received from the staff as well as building administrators, assures us that we have quality in-service experiences.

### **B. Description of the Plan's Ability to Build on Previous Plans**

The current plan was developed using the previous year's plan as its foundation and continues to shift the emphasis to sustained professional development activities that address specific content area activities aimed at improving student achievement. Proper alterations were included so that the Core Content Standards would guide each of the professional development plan's components. Revisions did occur to ensure that alignment existed with the requirements of the New Jersey Professional Development Standards for Teachers, and the Eight Key Elements of High Quality Professional Development for Teachers from ESEA / NCLB. Through increased staff communication and collaboration, and pedagogical and content related skills, we can assist to ensure that all of our teachers are highly qualified. District collaboration and continuation of the restructured mentoring program will aid in the continued encouragement of collegiality, as well as in the development of improved instruction that addresses various student learning styles, promotes alternative instructional techniques and respects multiple intelligences.

Appropriate alterations in our planning of quality professional development activities that address identified goals occurred prior to the enacted requirements in this area. A genuine effort is made to include all standards with a general emphasis on improving student achievement. It is our belief that we have superior presenters and technicians currently employed by the district. Specifically, our fellow teachers, administrators, and supervisors are integral turnkey components in the completion of many specific professional development goals. We continue to build on this strength and augment with outside sources as needed.

An experienced, skilled staff will be ensured through our efforts to support all teachers by offering professional development opportunities in content areas, student learning styles, alternative instructional techniques, multiple intelligences, learning communities, and standardized test preparation. All in-service activities will assist us in attaining our goal of having our entire student body meet the standards of the High School Proficiency Assessment and NCLB. Collegial Study Groups will continue to promote cooperative discourse among new and veteran staff members and the mentoring process will continue to thrive in this atmosphere. As a result, teacher subject level and pedagogical content will be enhanced so that an increase in instructional proficiency occurs. Increased articulation among district staff will be encouraged in an effort to communicate

additional areas of expertise. This exchange of information combined with the increased awareness of needs and resources will foster improved classroom instruction throughout the district.

### **C. Explanation of Use of Evaluation for Subsequent Plans**

Quality professional development will continue to be guided with targeted emphasis on instructional practice and student learning. Professional growth will occur with a focus on reflection and collaboration, developing new and appropriate resources to monitor progress towards district, school, and individual learning goals. Local district, community and State evaluation tools will continue to be utilized to collect, access, and predict the professional development activities that successfully meet the needs of our district. This information will be applied to subsequent plans in the future.

The LPDC will develop a revised survey to be administered to attendees of all professional development activities offered on-and off-site to ensure ongoing and comprehensive evaluation. Surveys will focus on the following key points: What are the changes in teacher participants? What are the changes in the students? What are the changes in the organization--the school and/or the district? In addition members of the LPDC will continue to evaluate staff members' professional development opportunities by conducting informal conversations within all district buildings.

The 2008-2009 professional development plan strengthens and builds upon the intent of the plan of last year to have school-based committees for articulating and clarifying common language on how best to improve student achievement. The intent is to reach a vision that builds from professional conversations within and amongst our faculty and administrators, a vision that will result in an improvement in all students' learning. Besides active school based committees, the LPDC recommends that the district form an oversight committee made up of stakeholders from all sites (teachers and administrators) which will focus on the goals and objectives of this plan. The members of the LPDC will utilize data from the GEPA, HSPA and S-Test assessments to determine the efficacy of the professional development offerings. The members of the LPDC will use all of these evaluations to refine future professional development plan.

## APPENDIX

### Listing of Professional Development Courses and Topics Explored and Planned for Implementation.

#### HSPA

- HSPA Math Workshop
- HSPA Writing/Language Arts
- HSPA Science
- Writing Rubrics
- National Council Teachers of Mathematics Conference
- Differentiated Instruction
- Integrating Math into Social Studies Curriculum
- Critical Thinking and Asking Essential Questions
- Critical Reading
- Effective Writing Strategies For HSPA
- Holistic Scoring As Utilized With HSPA
- Increasing Student Achievement
- Increasing Student Achievement

#### Curricular

- Grant Writing
- Curriculum Design with Technology
- "Success Is The Only Option" with Vera Blake
- Small Learning Community
- Kinesthetic Learning Through Dance
- Webquests for Your Classroom
- Online Course Management
- Critical Thinking and Asking Essential Questions
- Right To Know Training (and Refresher Training)
- IEPs and Webtrack
- Blackboard Training"
- Seven Wonders" Committee
- Science Labs & Techniques
- Curriculum Mapping
- Writing Rubrics
- Oakcrest/Davies Social Studies Articulation
- Discovering Virtual Field Trips
- Smartboards
- Windows Movie Maker
- Online Safety
- Microsoft PowerPoint – Bells and Whistles – Advanced Class
- iLearn
- Exploring Marco Polo – Online Student Resources

#### Technology

- Integrate Training
- Curriculum Design with Technology
- Cyber Cheating/Plagiarism
- Using Palm Pilots
- Science Labs & Techniques
- Synchroneyes
- IEPs and Webtrack
- Web Design
- Blackboard Training
- Webquests for Your Classroom
- Online Course Management
- Parent Connect Training (Beginner, Advanced, & for PE teachers)
- Wireless Lab Training
- Creating Webpages Using WebMail
- Discovering Virtual Field Trips
- Smartboards
- Podcasting
- Windows Movie Maker
- Digital Cameras
- Online Safety
- Microsoft PowerPoint – Bells and Whistles – Advanced Class
- Adobe Acrobat Basics

#### Community

- Guidance & Teen Center
- Dealing With Loss
- Self-Injury Assessment
- Oakcrest/Davies Social Studies Articulation
- Gang Awareness
- Create A School Profile Brochure
- Working With Students From The Culture Of Poverty
- Community Involvement
- Freshman Transition Project

#### Staff Development

- Cohort Planning & Inclusion
- Mentor Training
- Professional Development Committee
- Head Coaches Meeting
- Suicide Awareness Training
- Enhancing Skills of Paraeducators
- Traumatic Events In Students' Lives
- Ethics
- Substance Abuse
- Discipline Strategies
- Automatic External Defibrillator
- IEP
- School Law Issues That Affect Classroom Management

**High School Proficiency Assessment  
Six Year Comparison  
All Students**

**March 2002 – 2007**

	<b>2002 HSPA</b>	<b>2003 HSPA</b>	<b>2004 HSPA</b>	<b>2005 HSPA</b>	<b>2006 HSPA</b>	<b>2007 HSPA</b>
<i>District</i>						
<b>Mathematics All</b>	66.0%	66.0%	72.2%	73.6%	73.8%	70.1%
<b>Writing/Language Arts Literacy All</b>	80.5%	80.5%	84.9%	82.6%	85.1%	85.9%
<i>Absegami</i>						
<b>Mathematics All</b>	65.8%	70.4%	76.3%	76.5%	76.3%	77.1%
<b>Writing/Language Arts Literacy All</b>	80.2%	82.1%	85.2%	83.6%	85.8%	90.0%
<i>Oakcrest</i>						
<b>Mathematics All</b>	65.0%	59.8%	66.3%	69.5%	70.1%	61.6%
<b>Writing/Language Arts Literacy All</b>	80.9%	78.3%	84.5%	81.1%	84.0%	80.9%

**High School Proficiency Assessment  
Six Year Comparison  
General Education Students**

**March 2002 – 2007**

	<b>2002 HSPA</b>	<b>2003 HSPA</b>	<b>2004 HSPA</b>	<b>2005 HSPA</b>	<b>2006 HSPA</b>	<b>2007 HSPA</b>
<i>District</i>						
<b>Mathematics</b>						
<b>Total General</b>	75.9%	75.8%	80.2%	84.4%	83.6%	80.4%
<b>Writing/Language Arts Literacy</b>						
<b>Total General</b>	90.4%	90.8%	92.6%	92.9%	94.6%	95.6%
<i>Absegami</i>						
<b>Mathematics</b>						
<b>Total General</b>	76.3%	78.9%	85.3%	87.1%	85.5%	86.6%
<b>Writing/Language Arts Literacy</b>						
<b>Total General</b>	89.6%	90.5%	92.9%	92.9%	93.8%	97.1%
<i>Oakcrest</i>						
<b>Mathematics</b>						
<b>Total General</b>	75.2%	71.3%	73.1%	80.3%	80.7%	72.3%
<b>Writing/Language Arts Literacy</b>						
<b>Total General</b>	91.7%	91.3%	92.2%	93.0%	95.7%	93.5%

**High School Proficiency Assessment  
Six Year Comparison  
Special Education Students**

**March 2002 – 2007**

	<b>2002 HSPA</b>	<b>2003 HSPA</b>	<b>2004 HSPA</b>	<b>2005 HSPA</b>	<b>2006 HSPA</b>	<b>2007 HSPA</b>
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*District*

**Mathematics**

**Total Special**

	19.2%	20.2%	21.4%	14.0%	28.7%	26.7%
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**Writing/Language Arts Literacy**

**Total Special**

	35.5%	32.3%	41.7%	27.9%	41.7%	45.6%
--	-------	-------	-------	-------	-------	-------

*Absegami*

**Mathematics**

**Total Special**

	11.5%	24.6%	18.3%	10.4%	25.3%	31.7%
					(18/71)	(26/82)

**Writing/Language Arts Literacy**

**Total Special**

	31.1%	36.9%	41.7%	29.9%	42.3%	57.8%
					(30/71)	(48/83)

*Oakcrest*

**Mathematics**

**Total Special**

	27.1%	15.6%	25.6%	17.7%	32.0%	21.8%
			(11/43)	(11/62)	(23/72)	(19/87)

**Writing/Language Arts Literacy**

**Total Special**

	40.0%	29.7%	41.9%	25.8%	41.1%	33.7%
			(18/43)	(16/62)	(30/73)	(29/86)



# ABSEGAMI HIGH SCHOOL

## Professional Development End of the Year Survey 2006-2007

### Professional Development Goals 2006-2007

1. *PREPARING AND RETAINING HIGHLY QUALIFIED TEACHERS: All staff will increase professionalism, collegiality and continue to build a strong mentoring program through support and training within the teaching community.*
1. *RESEARCH BASED PROFESSIONAL COLLABORATION. All staff members will increase their understanding of teaching strategies that target students' higher order thinking skills resulting in increased student achievement.*

### Professional Development Goals 2007-2008

1. *RETAINING DEDICATED AND EFFECTIVE TEACHERS: Through professional collaboration, staff will increase communication and collegiality to develop and maintain a strong teaching community.*
2. *INCREASE STUDENT ACHIEVEMENT: Through interdisciplinary efforts, core curriculum focus, alternative assessment implementation, and diverse learning attention, staff will work towards a higher level of academic excellence and HSPA performance.*

\*\*\*\*\*  
\*\*\*\*\*

**1. Which in-house professional development workshops/study groups that you attended during the 2006-2007 school year were beneficial to your needs as an educator and Why? (Be specific; give examples.)**

Collegial Study                      Suicide Prevention                      Gang Awareness                      Ethics                      Integrate

**2. Which workshops whose information you implemented were successful? (Why, be specific; give examples.)**

- Collegial Studies were rated highest in terms of usefulness in the classroom, followed by Integrate/Parent Connect. Additionally, many people responded that Gang & Drug Issues/Substance Abuse/Suicide Prevention were useful because teachers now knew what to look for.
- IEP Training attendees mentioned that the handouts were very useful.
- Blackboard was rated as useful, but it was noted that more time was needed to prepare this resource so that it could be used by the students.
- HSPA Math received a number of positive responses, as well.
- Additionally, one or two respondents each said the following were useful as implemented in the classroom:

**Discussion Groups**

Inclusion (collaboration)	Discipline strategies (goal setting)	Vera Blake
Community Involvement	Department Meetings	Mentoring
Create a Web Page	Traumatic Events	Adobe Acrobat
Ethics	Podcasting	Workshop at
Atlantic County Library	Grant Writing	Digital Cameras

**3. Which workshops meant to enhance student learning DID NOT do so? (Why, be specific; give examples.)**

Multicultural workshop (no new ideas)	Vera Blake (not much new, too long)	Speakers
Discovering virtual field trips	Windows Movie Maker	Minority Achievement
Blackboard (not convenient, cut short)	Critical Thinking (redundant)	
CyberCheating (lack of enforceable policy)		
SmartBoards (no practical application)		
Podcasting (we don't have the technology to implement)		
Digital Cameras (equipment problems, poorly prepared instructor, no hands on)		
IEP (technology not working, unorganized, instructors not informed)		
Discussion groups (met too many times, couldn't attend due to other commitments, good idea, but enhanced student learning the least)		

4. One of the big ideas of Professional Learning Communities is that learning, as opposed to teaching, is the fundamental purpose of schools. Keeping this in mind, as well as the Professional Development Goals for 2007-2008 and our school goals please assess the degree of implementation we have made in the shift from teaching to learning as the primary purpose of the school during the past year.

Compliance	High	Low Compliance	
<b>Essential Elements of Learning</b>	<b>3</b>	<b>2</b>	<b>1</b>
The staff has embraced the idea that the primary purpose of school is to ensure high levels of learning for all students	54	30	3
Our school has created processes that engage our staff in a continuous cycle of improvement	36	49	3
Our staff demonstrates a willingness to consider new strategies for achieving school and team goals.	42	50	5
<b>Intended Curriculum and Initiatives</b>			
Our staff has identified specific, measurable, attainable, results-oriented and time-bound goals that serve as indicators of our school's progress	36	47	2
School and teacher teams assess the success of improvement initiatives on the basis of the initiative's impact on student achievement results rather than levels of adult satisfaction.	27	49	3
<b>Assessments</b>			
<i>Teachers responsible for the same course content and or students work together to clarify intended learning develop common assessments and identify strategies for improving student achievement.</i>	37	41	7
Teachers responsible for the same course content and /or students have developed common assessment.	26	49	8
<i>Teachers responsible for the same course content and/or students practice applying agreed-upon criteria for assessing student work and they are consistent in their application.</i>	17	57	10
<b>Achieved Curriculum</b>			
<i>Teachers are provided with information regarding the achievement of their students in meeting and agreed-upon standard on a valid test in comparison to the other students in the school who are attempting to achieve the same standard.</i>	12	35	32
Students have the opportunity to acquire agreed upon essential learning's regardless of who is teaching the class, course, grade level or unit.	16	52	16
There are school wide systems in place that monitor each students learning on a timely basis.	24	48	13

	Most Preferred	Least Preferred	
<b>WORKSHOP DELIVERY METHODS</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Direct Instruction</b>	<b>22</b>	<b>38</b>	<b>11</b>
Facilitated Focus Groups	32	41	7
Active Hands-On Participation	57	33	2
Self Lead Discussion Groups	41	33	15
Interactive Distance Learning	12	46	18
<b>Independent Action Research</b>	<b>18</b>	<b>31</b>	29
<b>Online Courses</b>	<b>11</b>	<b>20</b>	40
<b>Other: Collegial Study</b>			

4. Please list any topics relevant to professional development and increasing student achievement that you would like to present during an in house in-service day.



# OAKCREST HIGH SCHOOL

## Professional Development End of the Year Survey

Please complete this evaluation and return it to Stacey Cullen by June 2, 2006. This information gathered here will be used to help plan the *Professional Development* Program for the 2005-2006 school year.

### Professional Development Goals 2005-2006

2. **All staff members will continue to be cognizant of their professional needs and the resources available, resulting in the enhancement of their individual instructional strategies.**
3. **All staff members will increase their knowledge base of various student learning styles, differentiated instructional techniques, and multiple intelligences contributing to increased student achievement.**

### Professional Development Goals 2006-2007

2. **Preparing and Retaining Highly Qualified Teachers: All staff will increase professionalism, collegiality and continue to build a strong mentoring program through support and training within the teaching community.**
3. **Research Based Professional Collaboration. All staff members will increase their understanding of teaching strategies that target students' higher order thinking skills resulting in increased student achievement.**

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5. Which in-house professional development workshops/study groups that you attended during the 2005-2006 school year were beneficial to your needs as an educator and Why? (Be specific; give examples.)

- |  |   |   |  |
|--|---|---|--|
| <b>Cohort Planning (7)</b><br><b>Mentoring (2)</b><br><b>In-Class Support (2)</b><br><b>IEP Prep (1)</b><br><b>Science (2)</b><br><b>Conflict Resolution (1)</b> | <b>Articulation (2)</b><br><b>Grant Writing (1)</b><br><b>Math Software (3)</b><br><b>Website Creation (2)</b><br><b>Swing Dancing (3)</b><br><b>TPRS (1)</b> | <b>Hausmann (2)</b><br><b>2-1-1 (2)</b><br><b>Bruce Boguski (2)</b><br><b>Heidi Hayes (3)</b><br><b>MOS (1)</b> | <b>Got Sleep (2)</b><br><b>Teambuilding (4)</b><br><b>Head Coaches (1)</b><br><b>Library (1)</b><br><b>Integrate (2)</b> |
|--|---|---|--|

6. How did these workshops/study groups enhance student learning? (Be specific; give examples.)

7. Which workshops did not further your expertise in enhancing student learning? Why?

- |  |   |  |   |
|--|---|--|---|
| <b>School Law (3)</b><br><b>HSPA Prep (1)</b><br><b>Rel Art Tour (2)</b> | <b>Grant Writing (1)</b><br><b>Planning for Future (2)</b><br><b>Prof Dev Mtg (1)</b> | <b>Finding the Zone (1)</b><br><b>Bruce Boguski (1)</b><br><b>Stress Mngmt (2)</b> | <b>Sexual Harrassment (5)</b><br><b>1/2 Day Dept Mtg (1)</b><br><b>Online Documents (2)</b> |
|--|---|--|---|

Keeping in mind the Professional Development Goals for 2006-2007 as well as our school goal to improve student HSPA Performance, complete the charts below on seminar/workshops.

<i>WORKSHOP DELIVERY METHODS</i>	Most Preferred				Least Preferred
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Direct Instruction</b>	5	10	2	5	1
<b>Facilitated Focus Groups</b>	4	8	6	1	2
<b>Active Hands-On Participation</b>	14	6	3	0	0
<b>Interactive Distance Learning</b>	2	8	9	1	3
<b>Independent Action Research</b>	6	4	6	3	2
<b>Other: _____</b>					

	Most Preferred			Least Preferred	
	5	4	3	2	1
<i>PRESENTER PREFERENCES</i>					
<b>Teachers / Colleagues</b>	11	7	3	1	2
<b>Supervisors / Administrators</b>	1	6	10	1	4
<b>Outside Presenters / Consultants</b>	10	7	5	1	1

	Most Preferred			Least Preferred	
	5	4	3	2	1
<i>TOPICS TO IMPROVE TEACHING</i>					
<b>Multiple Intelligences</b>	4	5	5	3	5
<b>Learning Styles</b>	5	5	7	2	3
<b>Differentiated Instruction</b>	6	3	7	3	1
<b>Critical Friends / Collaborative Reflection Group</b>	6	3	5	2	4
<b>Assessment-Based Instruction</b>	3	6	6	2	4
<b>Performance Assessment</b>	4	10	4	3	3
<b>Instructional Techniques</b>	6	3	4	3	4
<b>Inclusion / Special Education</b>	4	5	6	1	5
<b>ESL Strategies</b>	0	3	3	7	7
<b>Cooperative Learning</b>	3	6	7	2	5
<b>Cooperative Discipline</b>	4	7	7	2	3
<b>Behavior Management</b>	11	5	3	2	3
<b>Conflict Resolution</b>	7	5	6	5	0
<b>Parent Communication / Conferences</b>	2	6	6	4	2
<b>Personal Professional Development (<i>time management, stress reduction</i>)</b>	9	8	3	1	2
<b>Content – List Topics:</b>	11	1	3	0	1
<b>Technology Topics:</b>	10	5	3	1	0
<b>Other:</b>	2				

8. Please list any topics relevant to professional development and increasing student achievement that **YOU** would like to present during an in house in-service day.

Topic Wage and Hour Laws

Name Jennifer Williams 292-2305 (NJ Dept of Labor & Workforce)

**2006-2007**  
**ABSEGAMI HIGH SCHOOL PROFESSIONAL DEVELOPMENT WORKSHOP**  
**SELECTIONS**

**DIRECTLY RELATED TO IMPROVING HSPA ACHIEVEMENT**

**DISCUSSION GROUPS**

**Held Each Session**

To foster a better school community environment through cross discipline interactions and sustained collegial discourse allowing us to build on student achievement, classroom teaching skills, teacher retention and mentoring, groups will work together to achieve goals that they set at the start of the year and share their findings with the rest of the staff through group presentations or through written communication with the staff. It is the responsibility of each group to schedule a time to present information at a faculty meeting, department meeting or through a professional development workshop. Groups may also elect other means to share information such as hand outs, emails, online discussion groups, etc.

**HSPA MATH** – Develop effective methods of preparation for the HSPA and the SRA process. Discuss the Core Content Standards, review strategies for the various math clusters, discuss performance assessment tasks, as well as methods of interpreting scores and translating them into goals for students.

**HSPA WRITING/ LAL** – Develop effective methods of preparation for the HSPA and the SRA process. Discuss the Core Content Standards, review strategies for addressing narrative and persuasive text and variety of language arts skills, discuss performance assessment tasks, as well as methods of interpreting scores and translating them into goals for students.

**CRITICAL THINKING AND ASKING ESSENTIAL QUESTIONS** – Members of this group will use publications from the Foundation for Critical Thinking to design instruction, assignments and tests and to focus thinking on the significant and substantive – essential questions.

**WORKING WITH STUDENTS FROM THE CULTURE OF POVERTY** – By understanding the world of poverty that some children come from, educators will gain tools to help students achieve in schools that are designed by middle class values. Members of this group will utilize a DVD program and its accompanying materials to explore this issue and develop on site applications.

**INCLUSION** – Inclusion remains a controversial concept in education because it relates to educational and social values, as well as to our sense of individual worth. Do we value all children equally? Is anyone more or less valuable? What do we mean by "inclusion?" Are there some children for whom "inclusion" is inappropriate? How do we as teachers address these issues for the betterment of all of our students? Come and be a part of the dialogue even if your inclusion partner in NOT scheduled for this group.

**August 31 and September 1, 2006**  
**Workshops**

**HSPA SCIENCE**

Dave Furgione

Aug 31

9:30-11:25

Develop effective methods of preparation for the HSPA and the SRA process. Discuss the Core Content Standards, review strategies for the newest portion of the test, discuss performance assessment tasks, as well as methods of interpreting scores and translating them into goals for students.

Audience: **Mandatory** for all Science Teachers

**KEYNOTE SPEAKER**

**Vera Blake**

Sep 1

8:00–12:00

Dr. Vera J. Blake is the retired principal of Falls Church High School. A graduate of St. Paul's College (B.S.), the University of Virginia (M.Ed) and Vanderbilt University (Ed.D), she served as principal for 12 years at Homes Middle School; both schools are located in Fairfax County, Virginia. She was a contributing author to the book, Transforming Ourselves, Transforming Schools: Middle School Change (NMSA, 2001), co-authored "Middle School Partnerships: The More, the Better" (Principal Magazine, Fall, 1999) and "Addressing Diversity Through Partnerships" (Delta Kappa Gamma Bulletin, Summer, 1998). Dr. Blake was the 2000 Virginia Middle School Principal of the Year, the 1999 Fairfax County Principal of the Year, and a 2000 Washington Post Distinguished Educational Leader. Currently, Dr. Blake is working as a school improvement counselor in several school districts in Illinois, Michigan, Nebraska, and Virginia.

Dr. Blake specializes in research-based approaches to educational change and draws from her professional experience to promote high-performing schools. Dr. Blake's belief that "Success is the Only Option" as we strive to "Leave No Child Behind" enables her to engage fellow educators and provide them with specific, useable skills and strategies that are essential for leading school improvement and student achievement. (www.verablake.com) Audience: All teachers & guidance counselors

**October 20, 2006**

**Workshops**

**CRITICAL READING**

Lisa Honnaker Stockton  
11:25

Oct 20 9:30-

This workshop will focus on analyzing the content of a variety of newspaper articles that focus on the same topic for accuracy and validity. The contents of this presentation focus on the work of the Odyssey Program.

Audience: All teachers & guidance counselors

**EFFECTIVE WRITING STRATEGIES FOR THE HSPA**

Larry Caplan

Oct 20 7:20-9:25

This workshop will primarily help teachers to further tailor instruction to the demands of the HSPA. Strategies, materials, and activities currently utilized in the writing lab will be shared. In addition, useful and readily applicable writing hints for all classroom teachers will be presented. Participants will also receive a comprehensive writing resource manual containing valuable writing materials & activities.

Audience: All teachers & guidance counselors

**HOLISTIC SCORING AS UTILIZED WITH HSPA**

C. Breitzman & L. Gronlund  
11:25

Oct 20 9:30-

Learn how to use the New Jersey Registered Holistic Scoring Rubric (1-6) to evaluate your students' writing. Participants will examine state scored samples and practice scoring samples on their own.

Audience: All teachers & guidance counselors

**February 28, 2007**

**Workshop**

**INCREASING MINORITY STUDENT ACHIEVEMENT**

Feb 28 9:40-11:40

This workshop focuses on a DVD program. Participants will view the DVD and review related materials and may choose to turnkey this information at a later inservice.

Audience: All teachers & guidance counselors

## 2006-07 Oakcrest Professional Development – HSPA/Testing Workshop Descriptions

8/30/06

### **HSPA Math**

Mathematics teachers will collaborate their HSPA preparation materials/efforts and develop new strategies to teach effective test taking skills in this content area.

### **HSPA Science**

Science teachers will collaborate their HSPA preparation materials/efforts and develop new strategies to teach effective test taking skills in this content area.

### **HSPA English**

English teachers will collaborate their HSPA preparation materials/efforts and develop new strategies to teach effective test taking skills in this content area.

### **Cohort Planning & Inclusion**

All (inclusion included) teachers involved in math/science or a history/English cohort must attend this session so plans for this school year can be discussed.

### **Curriculum Design With Technology**

Any staff member not involved in a cohort program, or those who have used Integrate in previous years, are encouraged to explore new software, internet, and other technological options for their classes during the 2006-07 school year.

### **Science Labs & Techniques**

This workshop will give teachers the opportunity to coordinate curriculum between special education and regular education science courses. Teachers will also be given the opportunity to work with various science equipment.

9/1/06

### **“Success Is The Only Option” by Vera Blake**

Dr. Blake specializes in research-based approaches to educational change and draws from her professional experience to promote high-performing schools. Dr. Blake’s belief that “Success Is The Only Option” as we strive to “Leave No Child Behind” enables her to engage fellow educators and provide them with specific, useable skills and strategies that are essential for leading school improvement and student achievement.

10/20/06

### **Curriculum Mapping Workshop**

Teachers involved with curriculum mapping should come to this workshop with one curriculum map in progress. Are you having trouble with designing an essential question or creating an authentic assessment piece for the map? Teachers in and out of your discipline will review your map and provide feedback and discussion based on their own experiences in their content areas.

### **Writing Rubric**

This workshop is designed as a follow-up to the August 31<sup>st</sup> writing rubric workshop. Participants will practice using the rubric to evaluate student writing samples across six dimensions of performance (content, organization, voice, word choice, sentence fluency, and grammar/mechanics).

### **NCTM Conference**

AMTNJ will be hosting the NCTM Eastern Regional Conference in Atlantic City, NJ. Mathematics and Science teachers will attend the conference, themed "*Dive Into Mathematics: It's a 'Shore' Thing*". The day will include a multitude of sessions by local, national, and international educators. Many exhibitors will be on hand as well.

### **Cohort Planning & Inclusion**

All (inclusion included) teachers involved in math/science or a history/English cohort must attend this session so plans for this school year can be discussed.

2/28/07

### **Differentiated Instruction Key Note and Breakout Sessions**

Lynda Fote will educate the entire faculty on differentiated instruction during this informative key note session. Following, experience differentiated instruction with a hands-on approach in break-out sessions.

### **Integrating Math into Social Studies Curriculum**

In this seminar, social studies teachers will learn how to develop lessons that incorporate mathematical concepts. The objective of this meeting is to allow students to see how math is used around the curriculum and to help them in preparation for specific clusters of the HSPA math section.

### **Webquests For Your Classroom (ETTC)**

Webquests are a wonderful way to guide your students' Internet experiences. We will explore what is available on the Internet, and learn how to make your own webquest using Microsoft Word. We will learn how to use them in the classroom, and explore new ways of working with Internet sites.

### **Cohort Planning & Inclusion**

All (inclusion included) teachers involved in math/science or a history/English cohort must attend this session so plans for this school year can be discussed.

Name \_\_\_\_\_

Department \_\_\_\_\_

**February 27, 2007  
IN-SERVICE EVALUATION**

I attended the: *For Items marked with an \*, please list the specific topic in the space marked with an \**

- |  |   |   |
|--|---|---|
| <input type="radio"/> HSPA Science                                 | <input type="radio"/> Right to Know Refresher                             | <input type="radio"/> Creating Web Pages  |
| <input type="radio"/> Wireless Lab Training                        | <input type="radio"/> <i>Integrate</i> for Phys Ed Teachers               | <input type="radio"/> Discovering Virtual Field Trips                             |
| <input type="radio"/> Planning Your Future                         | <input type="radio"/> BlackBoard  | <input type="radio"/> Intermediate/Advanced <i>Integrate &amp; Parent Connect</i> |
| <input type="radio"/> Beginner <i>Integrate and Parent Connect</i> | <input type="radio"/> <i>Collegial Study Groups*</i> Please specify _____ |   |

**Please Rate the Workshop you attended:**

- |  |            |           |           |      |
|--|------------|-----------|-----------|------|
| 1. Overall, the content of the workshop was:   | Excellent  | Very Good | Good      | Poor |
| 2. The facilitator's level of preparedness was:  | Excellent  | Very Good | Good      | Poor |
| 3. The length of time available was:   | Just Right | Too Long  | Too Short |      |
| 4. I will be able to use what I learned in my class:   | Yes        | Sometimes | Maybe     | No   |
| 5. Are you interested in a follow-up session?  | Yes        | No        |           |      |
| 6. The best thing about the workshop was<br>Other  | Presenter  | Hands-on  | Materials |      |
| 7. The workshop could be improved by<br>Other  | More Time  | Hands-on  | Computers |      |
| 8. How can this workshop be used to increase student achievement relating to the Core Curriculum Standard? |            |           |           |      |

# Sample Evaluation Form

9. Comments:



***Professional Development Goals 2006-2007***

- *Preparing and Retaining Highly Qualified Teachers: All staff will increase professionalism, collegiality and continue to build a strong mentoring program through support and training within the teaching community*
- *Research Based Professional Collaboration. All staff members will increase their understanding of teaching strategies that target students' higher order thinking skills resulting in increased student achievement*

Spring 2007

**Professional Development Goals 2006-2007**

- \*Preparing and maintaining highly qualified teachers.
- \*Providing teaching strategies that target students' higher order thinking skills.

**Full Day In-service**

Our next in-service will be on February 28, and will have three sessions:

- 7:20 – 9:30 Discussion groups
- 9:40 – 11:40 Workshops
- 1:00 – 2:35 HSPA/Testing Training

Assignments will be posted in the teacher's mailbox room on February 26.

**Small Discussion Groups**

The Small Discussion Groups should be finalizing their respective products to be shared by the time we have our final faculty meeting of the year. Each group's members will determine how they wish to share their work during the year. This could be in the form of an e-mail that is sent to everyone, a slide or Power Point presentation, a video, a brochure or whatever the group decides is the best way to share.. Please send a copy of your final product to Lynda Leahey by April 10. Please include a cover sheet with your group's title, its members' names, and its purpose.

**2007-2008 Professional Development Goals**

*\*Retaining Dedicated And Effective Teachers*  
Through professional collaboration, staff will increase communication and collegiality to develop and maintain a strong teaching community.

*\*Increase Student Achievement*

Through interdisciplinary efforts, core curriculum focus, alternative assessment implementation, and diverse learning attention, staff will work toward a higher level of academic excellence and HSPA performance.

**Professional Learning Communities**

What are they? The idea behind this term is to create, within the school, an atmosphere in which colleagues, who teach the same course or content, work together to develop goals, assessments, and lessons. Some departments have reported that they have been accomplishing this

through opportunities that arise through collegial studies in-service workshops. This type of collaboration is associated with increasing student achievement. The objectives of Professional Learning Communities are reflected in our two new PD goals for the 2007-08 school year.

**Evaluations**

Currently, the PDC is reassessing our present end of the year evaluation form for staff workshops, as well as the one to evaluate the small discussion groups. These updated evaluations will be distributed in April/early May. Please be sure to fill them out completely and honestly. We read every one and use your input to help us better serve your professional development needs.

**New Members Are Welcome**

The Professional Development Committee always is inviting new members and fresh perspectives. See any PDC member for information about joining.

**Meeting Dates**

- \*April 23 after school in Room 402  
End of year evaluations will be finalized
- \*June 5 at 12 noon in the Faculty Cafeteria.  
Lunch will be served, evaluations will be reviewed, and initial plans for next year's workshops will be made.

**Thanks**

*Special Thanks* to all of our in-house presenters, who were kind enough to offer their time and expertise.

And as always, thanks to the members of the PDC for serving this year! **John Sharpe, Kathleen Willson, Brenda Hogg, Dawn Kosko, Nancy Boylan, Henry Kobik, Stephanie Stevens, Erin Tharp, John Morris, Arlene Roller, Lisa Zeuner-Ibarra, Haydeliz Ryerson, Steve Bouchard, Mike Gehres, Shawn Scannell, Melanie Polizzi, Barbara Noll, Lois Knoedler, Denise Price, and Judy Callahan.**

## **ABSEGAMI HIGH SCHOOL WORKSHOP SELECTIONS**

### **Professional Development Goals 2006-2007**

- *Preparing and maintaining highly qualified teachers*
- *Providing teaching strategies that target students' higher order thinking skills*

**October 20, 2006**

### **COLLEGIAL STUDY GROUPS**

Room: Group's choice

Oct 20

7:20-9:25 **OR** 9:30-11:25

At the request of faculty for more time to work together on pedagogical issues, the Professional Development Committee instituted Collegial Study Groups. With the approval of their supervisors, teachers may elect to join other faculty to share information related to a given topic. Study Groups are scheduled for 2-hour sessions. Facilitators serve to keep the discussion moving and to complete attendance roster and other paperwork; all members attending must be prepared to share and interact with the group.

To register for this selection – **YOU MUST COMPLETE BOTH THE SELECTION SHEET and THE COLLEGIAL STUDY GROUP FORM...PLEASE INDICATE THE ROOM & SESSION(S)**

Audience: All teachers & guidance counselors

### **FRESHMAN TRANSITION PROJECT**

N Boylan, M Gehres, M Sullivan, M Wilbraham

Oct 20

Room:

7:20-9:25

Have you ever wondered what happens during Freshman Transition? Now is your opportunity to find out! Not only will you learn about the program, but you will also experience first hand a sampling of activities that are provided for our freshman.

### **REFRESHER INTEGRADE AND PARENT CONNECT**

Technology

Oct 20

Room:

7:20-9:25

Learn to use Integrate for more than just reporting grades and comments! This workshop will allow you to refresh your skills in setting up your grade book for easy daily use and how to utilize Parent Connect to communicate with your student's family. There will be time allotted to individualize your training with the assistance of our technology staff. Be sure to come prepared with your course(s) syllabus and grading procedures.

Audience: All teachers who have not used or who have very limited knowledge of Integrate.

### **ADVANCED INTEGRADE AND PARENT CONNECT**

Technology

Oct 20

Room:

9:30-11:25

This workshop is for those staff members who are very comfortable with their Integrate skills but would like to know about more of the bells and whistles. This session will include using student demographics, preparing visual seating charts, transferring information from marking period to marking period and normalizing grade distribution. Be sure to come prepared with your course(s) syllabus and grading procedures.

Audience: All teachers who are very comfortable using Integrate.

### **CRITICAL READING**

Lisa Honnaker

Stockton

Oct 20

Room:

9:30-11:25

This workshop will focus on analyzing the content of a variety of newspaper articles that focus on the same topic for accuracy and validity. The contents of this presentation focus on the work of the Odyssey Program.

### **EFFECTIVE WRITING STRATEGIES FOR THE HSPA**

Larry Caplan

Oct 20

Room:

7:20-9:25

This workshop will primarily help teachers to further tailor instruction to the demands of the HSPA. Strategies, materials, and activities currently utilized in the writing lab will be shared. In addition, useful and readily applicable writing hints for all classroom teachers will be presented. Participants will also receive a comprehensive writing resource manual containing valuable writing materials & activities.

Audience: All teachers & guidance counselors

### **HOLISTIC SCORING AS UTILIZED WITH HSPA**

C. Breitzman & L. Gronlund

Oct 20

Room: 9:30–11:25

Room:

Learn how to use the New Jersey Registered Holistic Scoring Rubric (1-6) to evaluate your students' writing. Participants will examine state scored samples and practice scoring samples on their own.

Audience: All teachers & guidance counselors

### SMARTBOARDS

Eric Ganter

Oct 20

Room: 508

7:20-9:25 OR 9:30–11:25

Learn the basics of utilizing SMARTBOARDS in your classroom. Participants will learn how to integrate activities into classroom lessons, as well as technical aspects/procedures involved with using SMARTBOARDS.

Audience: All teachers & guidance counselors

### SUICIDE PREVENTION

Amanda Stanley

Oct 20

Room:

7:20-9:25 OR 9:30–11:25

An overview of data concerning suicide, review of myths surrounding suicide, suicide warning signs, links between depression and suicide, information for teachers on "tips" and ways to be helpful, and a review of guidance/study team roles concerning suicide ideation/threats will be provided. (This is mandatory training for all teachers and counselors as part of each teachers 5 year/100 hour professional development –this workshop will be offered again in February.)

Audience: All teachers & guidance counselors

### PODCASTING

Phil Polsinelli, ETTC

Oct 20

Room:

7:20-9:25

Podcasting is quickly becoming a teaching tool for K-12 and College classrooms. A teacher can create podcasts for students or have them create podcasts as projects. In this workshop we will learn how to create podcasts using a free shareware application. We will learn how to distribute them and make them accessible to the world. We will also look at finding podcasts on virtually any topic.

Audience: All teachers & guidance counselors

### WINDOWS MOVIE MAKER

Phil Polsinelli, ETTC

Oct 20

Room:

9:30–11:25

Edit your digital movies into professional looking film using the easy-to-use "Windows Movie Maker." Combine music titles and even still images to enhance your video. Edit out that shot of your father's feet that you got when you accidentally left your camera on. Your final product can be played on computers or even on your TV.

Audience: All teachers & guidance counselors

### DIGITAL CAMERAS

Faisal Youhari, ETTC

Oct 20

Room:

7:20-9:25

If you have not made the jump to a digital camera or you just want to understand more about pixels, mega pixels, memory cards, and more, this is the class for you. In this workshop we will attempt to answer all the questions you never had a chance to ask. Participants will experience hands-on training with a variety of cameras. We will explore printing photos, saving photos and editing photos. We will also discuss software and hardware that might enhance your experience. Join us to solve the mystery.

Audience: All teachers & guidance counselors

### ONLINE SAFETY

Faisal Youhari, ETTC

Oct 20

Room:

9:30–11:25

Social networking sites (Myspace.com, Xanga.com, Facebook.com, etc.) are enormously popular, user-designed, multimedia-rich, immersive online environments that are profoundly changing the way young adults interact. While district administrators', teachers, parents and kids may feel differently about these sites, all will likely agree they are not going away. Come to this workshop to learn about the phenomenon ... how districts, families and users are reacting to it ... and what actions are necessary to protect under-18 users.

Audience: All teachers & guidance counselors

## MICROSOFT POWERPOINT - BELLS AND WHISTLES – ADVANCED CLASS

Doug Harvey, ETTC  
Room: Senior Cafe

Oct 20  
9:30–11:25

We will look at advanced techniques in PowerPoint to wow your most blasé audience! We will learn how to animate, bring in sound and video, choose fancy transitions and effects, bring in clipart, photos and graphics from the web, and custom color your graphics. We guarantee that this workshop will teach you how to dazzle your audience!  
Audience: All teachers & guidance counselors

## ADOBE ACROBAT BASICS

Patty Weeks, ETTC  
Room: Senior Cafe

Oct 20  
7:20-9:25

Learn about Adobe Acrobat, the standard in portable document files. Adobe Acrobat will allow you to turn any print job into a PDF file. Learn about Acrobat Distiller and how you can keep your Internet links alive and your dynamic tables created in Word. Create digital forms for filling out and printing on-line. Scan current paper forms for the same purpose. Combine documents into one and use the table of contents feature.  
Audience: All teachers & guidance counselors

## EXPLORE MARCO POLO

Patty Weeks, ETTC  
Room: Senior Cafe

Oct 20  
9:30–11:25

Marco Polo website is a nonprofit consortium of national and international education organizations and the Verizon Foundation dedicated to provide the highest quality of Internet content and professional development for teachers and students. The seven web sites contain lessons plans, student interactive content, downloadable worksheets and additional resources created by the nations leading education organizations. Spend some time surfing and exploring the site for resources for your classroom.  
Audience: All teachers & guidance counselors

## DISCUSSION GROUPS

**You will be assigned to the same discussion group in which you participated on August 31.**

Room: Various  
In keeping with the district professional development goal on teacher retention, part of this year's in-service program will include interdisciplinary small group discussion and research teams (10 -12 staff members per team) held on **each** of the full day workshops.

All staff will sign up for one topic for the year. The overall premise is to foster a better school community environment through cross discipline interactions and sustained collegial discourse allowing us to build on student achievement, classroom teaching skills, teacher retention and mentoring. **Groups will work together to achieve goals that they set at the start of the year and share their findings with the rest of the staff through group presentations or through written communication with the staff. It is the responsibility of each group to schedule a time to present information at a faculty meeting, department meeting or through a professional development workshop. Groups may also elect other means to share information such as hand outs, emails, online discussion groups, etc.**

The following topics will be used for small group discussions:

**HSPA Math** – Develop effective methods of preparation for the HSPA and the SRA process. Discuss the Core Content Standards, review strategies for the various math clusters, discuss performance assessment tasks, as well as methods of interpreting scores and translating them into goals for students.

**HSPA LAL** – Develop effective methods of preparation for the HSPA and the SRA process. Discuss the Core Content Standards, review strategies for a variety of language arts skills, discuss performance assessment tasks, as well as methods of interpreting scores and translating them into goals for students.

**HSPA Writing** – Develop effective methods of preparation for the HSPA and the SRA process. Discuss the Core Content Standards, review strategies for addressing narrative and persuasive text, discuss performance assessment tasks, as well as methods of interpreting scores and translating them into goals for students.

**Cyber Cheating/Plagiarism** - Students are cheating and plagiarizing more easily because of technology. Share information on how and why this occurs. Explore ways to curb this problem, discuss common practices, expectations, and consequences.

**Online Course Management** – Break new ground as you explore, discuss possibilities, solve problems and set success with BLACKBOARD, our new online course management program, that: delivers content, tracks student performance, allows student chats, and a host of other experiences. This group **will not teach you to use Blackboard** – however, you may still elect to join this group but you should **also** select the workshop offering listed below.

**Create a School Profile Brochure** - Most corporations have professional brochures that promote their history, goals, and results. So, why shouldn't schools create brochures to boast of their history, their stats and awards, their community connections, and their visions and goals? This group will assemble a brochure that illustrates the benefits of attending a comprehensive high school such as Absegami. [http://www.educationworld.com/a\\_admin/columnists/pawlas/pawlas009.shtml](http://www.educationworld.com/a_admin/columnists/pawlas/pawlas009.shtml)

**Critical Thinking and Asking Essential Questions** – Members of this group will use publications from the Foundation for Critical Thinking to design instruction, assignments and tests and to focus thinking on the significant and substantive – essential questions.

**Working with Students From the Culture of Poverty** – By understanding the world of poverty that some children come from, educators will gain tools to help students achieve in schools that are designed by middle class values. Members of this group will utilize a DVD program and its accompanying materials to explore this issue and develop on site applications.

**Traumatic Events in Students Lives** – Discuss ways (mentoring, groups, etc.) to help those students whose personal lives have been affected by altering events such as death, divorce, alcoholism, alternate life styles.

**Community Involvement** – Researchers and educators have long agreed that when parents get involved in education, children try harder and achieve more at school. Parents who help and encourage their children to learn at home, and who help develop positive attitudes toward school, contribute to the personal growth and academic success of their children. Group discussion will focus on the question: How can we reach out and involve our school community more effectively?

**Inclusion** – Inclusion remains a controversial concept in education because it relates to educational and social values, as well as to our sense of individual worth. Do we value all children equally? Is anyone more or less valuable? What do we mean by "inclusion?" Are there some children for whom "inclusion" is inappropriate? How do we as teachers address these issues for the betterment of all of our students? Come and be a part of the dialogue even if your inclusion partner is NOT scheduled for this group.

**Ethics** – Why teach ethics and professionalism? How do we identify specific student and faculty ethical issues and resolve them? Where best in curriculum should they be taught? These and other issues keep coming up in classrooms across the world as the Internet broadens student research. Discuss solutions and ideas to incorporate ethics into your curriculum.

**Substance Abuse/Gangs** – To combat juvenile violence and substance abuse we must all recognize that we can make a difference in our communities, both through individual action and by joining with others in comprehensive, collaborative initiatives. Efforts to reduce juvenile violence can be as basic as staff setting clear expectations and standards for children's behavior or as far-reaching as a local government implementing community oriented policing. Where do we fit in and how can we be an effective force in dealing with it?

**Discipline Strategies** - Discipline strategies require a comprehensive approach that includes consideration of the teacher-student relationship, reinforcement of desired behaviors, and consequences for negative behaviors. Explore the many facets of discipline and see how others affectively deal with problems in their classrooms.

**Mentoring** – Staff mentoring is fundamental for new teacher retention. This group is designed for all novice teachers & their mentors. Discussions will focus on meeting the goals of the District Induction Plan for those that deal directly with mentoring and effectively using the mentoring system.

**Grant Writing** – Do you have a pet project that you need some extra funds to help implement? Utilize this time to work through the application process from start to finish. Research and develop your own grant opportunities with others who share a common interest.

Professional Development Goals 2006-2007

- \*Preparing and maintaining highly qualified teachers.
- \*Providing teaching strategies that target students' higher order thinking skills.

**Full-Day In-Services**

- **August 30, 2006**  
7:20 -2:35  
*Lunch – On your own*  
*Opening Day Meetings*
- **August 31, 2006**  
7:20 -2:35  
*Lunch – On your own*  
*Discussion Groups and 2 Workshop Sessions*
- **October 20, 2006**  
7:20 -2:35  
*Lunch – On your own*  
*Discussion Groups and 2 Workshop Sessions*
- **February 28, 2007**  
7:20 -2:35  
*Lunch – On your own*  
*Discussion Groups and 2 Workshop Sessions*

**Half-Day In-Services**

- **September 1, 2006**  
7:20 -12:00  
*Continental Breakfast will be served*  
*Joint session at 'Gami with Oakcrest*
- **March, 2007**  
*4 HSPA Days*  
*Dates, time and topics to be announced*

**Small Interdisciplinary Discussion Groups**

Teacher responses to year end recommendations and professional development evaluations indicated the need for time to meet and discuss curriculum and other pertinent topics. Both our collegial study groups and small discussion groups satisfy this request. At the end of last school year, teachers participated in a survey that gave us some detailed information about our discussion groups. From this, we were able to tailor the topics to your requests. When selecting your

discussion group, note that you will participate in this group all year.

In August's first session, each group will discuss its purpose and the intended product that will emerge from their joint efforts. Click on the following hyperlink or use the following address for some information on group dynamics that might be beneficial to your group. [Transform Your Group Into A Team](http://www.nsd.org/members/tools/tools11-05.pdf)  
<http://www.nsd.org/members/tools/tools11-05.pdf>

Each group will be required to share its findings with the faculty. It is the responsibility of each group to schedule a time to present information at a faculty meeting, department meeting or through a professional development workshop. The group may also elect to share information in the form of a brochure, a PowerPoint presentation, a video, or whatever the group deems appropriate. The group will also take responsibility to distribute written information to the faculty.

**Technology Workshops**

All teachers will be required to use Integrate to maintain their grade books. This program is linked to ParentConnect where parents will be able check student's progress. Teachers will be expected to update their Integrate records at least every two weeks.

It is strongly recommended that those teachers who are unfamiliar with Integrate register for the Beginner Integrate workshop. Those who are familiar with Integrate should register for the **Intermediate/Advanced** session. In addition, we are also offering a session specifically for the special requirements of our physical education teachers.

### **September 1 - Keynote Speaker**

Dr. Vera Blake a retired principal of Falls Church High School, co-author of *Middle School Partnerships: The More, The Better* and *Addressing Diversity Through Partnerships* has been lauded as Principal of the Year and Distinguished Educational Leader. Presently, Dr. Blake is working as a school improvement counselor in several school districts in Illinois, Michigan, Nebraska, and Virginia. Dr. Blake specializes in research-based approaches to educational change and draws from her professional experience to promote high-performing schools. Dr. Blake's belief that "Success is the Only Option" as we strive to "Leave No Child Behind" enables her to engage fellow educators and provide them with specific, useable skills and strategies that are essential for leading school improvement and student achievement. For more information view her website at [www.verablake.com](http://www.verablake.com)

### **Novice/Mentor Teacher Resources**

Our library has a host of professional publications available for use by all faculty. A list of those resources specifically for those teachers new to the profession and their mentors follows. Please visit the Absegami media center at your convenience.

- *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*
- *How to Thrive as a Teacher Leader*
- *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*
- *Classroom Management That Works: Research-Based*
- *Strategies for Every Teacher*
- *A Handbook for Classroom Management That Works*
- *Why Didn't I Learn This in College?*
- *A Better Beginning: Supporting and Mentoring New Teachers*
- *Differentiation in Practice: Resource Guide for Differentiating Curriculum*
- *How to Be An Effective Teacher: The First Days of School*
- *The Effective Teacher* [Video Series]

- *Improving Instruction through Observation*[Video Series]
- *Teacher as Peer Coach* [Video]

### **Information**

If you would like to join Absegami's Professional Development Committee or have any questions about this years in-services, please contact one of our members:

- Kathleen Willson
- Brenda Hogg
- Dawn Kosko
- Nancy Boylan
- Henry Kobik
- Stephanie Stevens
- Erin Tharp
- John Morris
- Arlene Roller
- Lisa Zeuner-Ibarra
- Haydeliz Ryerson
- Steve Bouchard
- Mike Gehres
- Melanie Polizzi
- Barb Noll
- Lois Knoedler
- Denise Price
- Judy Callahan

### **Thanks**

Many thanks to Denise Price for putting this newsletter together.

# Oakcrest High School Professional Development Workshops

## 2006-2007 Professional Development Goals:

*Goal 1: Preparing and Retaining Highly Qualified Teachers.* All staff will increase professionalism, collegiality and continue to build a strong mentoring program through support and training within the teaching community.

*Goal 2: Research Based Professional Collaborations.* All staff members will increase their understanding of teaching strategies that target students' higher order thinking skills resulting in increased student achievement.



## 2006-2007 In-Services

Full Day: August 30-31, 2006  
October 20, 2006  
February 28, 2007  
Half Day: September 1, 2006  
March 6-8, 2007  
May 18, 2007

## Professional Development Committee

Administration.....Al DiCicco  
Lea Fitzpatrick  
Mike McGhee  
Alternate School.....Dave Lewis  
Business.....Tony Ponzetti  
English.....D. Kopania, D. Robbins  
Guidance.....Maria Torres  
Mathematics.....Stacey Culleny  
Performing Arts.....Rachel Gaskill & Chip Lockwood  
Physical Education.....Barbara Risimini & Alicia Welsh  
Related Arts.....Jayme Miller  
Science.....Greg Guyon  
Social Studies.....Katie DeRichie

Special Education.....Tammi McGarrigle  
Technology.....Chris Monroe  
Wellness Committee.....Kevin Costello & Kim Nath  
World Language.....Jeff Forney  
Administrative Interns: Sandy Allen & Jackie Fresne



Committee members are here to make your professional development as beneficial as possible. If you have suggestions or needs please contact your department representative so we can better serve you. ☺

August 30, 2006

Mr. Mongelluzzo Welcome.....7:20-8:30am cafeteria  
Departmental Sessions.....8:35-10:35am  
Mathematics – HSPA Preparation, Mr. J. Rahn (Room 111)  
Business – MOS Certification, Vision Training (Room 309)  
English – Writing Rubric (Distance Learning Lab)  
World Language – Reading Strategies/TPRS Variations (Rm 216)  
Science – Right To Know (Multi-Purpose Room)  
Social Studies – Writing Rubric (Distance Learning Lab)  
Performing Arts – Sebalius Notation Workshop (Choir Room)  
Related Arts – Right To Know (Multi-Purpose Room)  
Special Education – Writing Rubric (Distance Learning Lab)  
Physical Education – Project Adventure (Grey Gym)  
Guidance/CST – Guidance Enrollment (Guidance)  
Session 1.....10:40-11:40am  
Lunch.....11:45-12:45pm  
Session 2 .....12:50-1:50pm  
Closing Activity (senior café)..... 1:55-2:35pm

### ~~~~~ Session 1 ~~~~~

Cohort Planning & Inclusion *M. McGhee* Cafeteria  
1 house point to Special Education teachers

**All (inclusion included) teachers involved in math/science or a history/English cohort must attend this session so plans for this school year can be discussed.**

Integrate Training *Shari Carty* Room 309  
Specifically designed for physical education teachers, new staff, and those teachers who have never used Integrate in the past...usage of this program will be required for all grade reports this school year.

Grant Writing Various  
Must receive signature from supervisor

**Any staff member not involved in a cohort program, or those who have used Integrate in previous years, are encouraged to work on grants that will assist you in your classroom projects for the 2006-07 school year.**

Guidance & Teen Center Guidance  
**Limited to guidance counselors and child study team members only...this session will familiarize the departments with our new Teen Center.**

Curriculum Design With Technology Various  
Must receive signature from supervisor

**Any staff member not involved in a cohort program, or those who have used Integrate in previous years, are encouraged to explore new software, internet, and other technological options for their classes during the 2006-07 school year.**

Mentor Training *Lea Fitzpatrick* Library  
 Any staff member **not** involved in a cohort program, or those who have used Integrate in previous years, are invited to attend this session to become certified as a mentor for new teachers. Even if you are not mentoring a teacher this school year you are welcome to attend. Previously certified mentors need not attend.

~~~~~ Session 2 ~~~~~

Using Palm Pilots *J. Martin & F. Souza* Room 100  
 This workshop will teach you how to effectively use a Pocket PC, Palm Pilot, or any other handheld PDA to keep your attendance, homework grades, and class participation assessments. Although integrate is not yet compatible with these devices, they can still be extremely helpful for grading through the use of Microsoft Excel.

Dealing With Loss *Mainland Hospital* Library  
 Diana Batten is affiliated with HOSPICE through the Atlantic City Medical Center. She will spend the hour discussing "Dealing With Loss". She will discuss different ways to help our students cope with their grief and share things we should know about adolescents in grief, as well as how we might be able to better understand grief.

Personality Types *T. Daily & R. McCarraher* Room 327  
 Each student has his/her own way of analyzing, understanding and communicating thoughts and ideas. After participating in this in-service presentation, we anticipate you having a better understanding of your students and what may sometimes drive their behaviors and self-esteem levels.

Professional Development Committee Career Room  
 This meeting is for all committee members to prepare for the upcoming InService days. Non-members are encouraged to forward any suggestions to their department representatives.

"Seven Wonders" Committee Room 303  
*K. Cashlioli, J. Costal, S. Foreman, S. Kane*  
 This meeting is open to any staff member interested in getting involved in this year's 3-day Curricular Project, The Seven Wonders of the World.

Head Coaches Meeting *D. Robbins* Room 200  
 This session is **required** for, and limited to, all head coaches for the 2006-07 school year.

Science Labs & Techniques *J. Haddock* Room 324  
 1 house point to Special Education teachers  
 This workshop will give teachers the opportunity to coordinate curriculum between special education and regular education science courses. Teachers will also be given the opportunity to work with various science equipment.



October 20, 2006

Department Meetings.....7:20-8:20am

Keynote Speaker "Suicide Awareness"..... .8:25-9:25am

Session 1.....9:30-10:30am

Session 2 .....10:35-11:35am

Lunch.....11:35-12:35pm

Session 3 .....12:35-1:35pm

Departmental Articulation.....1:40-2:35pm

~~~~~ Session 1 ~~~~~

Suicide Awareness Breakout Session Senior Cafeteria  
 This session is a follow-up meeting to today's keynote presentation. EVERY teacher must sign up for ONE of the two break-out sessions.

Synchroneyes *A. Ladik* Room 106  
 Members of the technology department will instruct teachers on Synchroneyes, a computer lab monitoring device. You will learn how to use this software for relaying information/assessments via computer to your class, assuring your students are on task, and freezing a student's computer screen.

Professional Development Committee Career Room  
 This meeting is for all committee members to prepare for the upcoming In-Service days. Non-members are encouraged to forward any suggestions to their department representatives.

Mentoring Time Various  
 Must receive signature from supervisor  
 Mentors and Mentees should use this time to reflect on the school year thus far and discuss ways to continue a forward progress in teaching at Oakcrest High School.

Curriculum Mapping Workshop *J. Gatto* Distance Learning Lab  
 Teachers involved with curriculum mapping should come to this workshop with one curriculum map in progress. Are you having trouble with designing an essential question or creating an authentic assessment piece for the map? Teachers in and out of your discipline will review your map and provide feedback and discussion based on their own experiences in their content areas.

~~~~~ Session 2 ~~~~~

Suicide Awareness Break-out Session Senior Cafeteria  
 This session is a follow-up meeting to today's keynote presentation. EVERY teacher must sign up for ONE of the two break-out sessions.

Synchroneyes *A. Ladik* Room 106  
 Members of the technology department will instruct teachers on Synchroneyes, a computer lab monitoring device. You will learn how to use this software for relaying information/assessments via computer to you class, assuring your students are on task, and freezing a student's computer screen.

"Seven Wonders" Committee Room 303  
*K. Cashlioli, J. Costal, S. Foreman, S. Kane*  
 The 7 Wonders committee will meet to discuss the progress of the pre-established subcommittees and brainstorm new ideas. Timelines will be created for future projects. The subcommittees

will be given time to work together to organize tasks that need to be completed.

Cohort Planning Various  
Must receive signature from supervisor

This time has been designated for cohort teams to discuss and plan their interdisciplinary teachings. This session is limited to those working in a cohort setting and includes both the subject and in-class support teachers involved.

~~~~~ Session 3 ~~~~~

Enhancing Skills of Paraeducators Room 218  
*C. Jargowsky*

This workshop is designed to provide paraeducators with information helpful in working with students who have disabilities. The goal of this program is to enhance paraeducators' basic knowledge and performance skills needed to work in many educational settings with students who have disabilities.

Writing Rubric *Stockton Faculty* Distance Learning Lab  
\*\*\*Required for all English teachers\*\*\*

This workshop is designed as a follow-up to the August 31<sup>st</sup> writing rubric workshop. Participants will practice using the rubric to evaluate student writing samples across six dimensions of performance (content, organization, voice, word choice, sentence fluency, and grammar/mechanics).

Self-Injury Assessment *M. Dragish* Room 410

Mr. Dragish, teen center therapist, will instruct how to identify students who may inflict self-injury, discuss the reasons why they execute such dangerous habits, and how to start the referral process in order to get these children the help they require.

IEP's and Webtrack *D. Koury* Room 220

This workshop is designed to give an overview of an IEP, discuss where and how to locate an IEP on Webtrack, and go over what sections of the IEP are significant to the general and special education teachers.

Web Design *C. Sopouch* Room 305

This course is designed to teach basic web design. It will enable teachers to incorporate web design into activities for students. This course will also include design of lesson plans for the Smartboard.

Oakcrest/Davies Social Studies Articulation Room 310

*J. Gatto and M. Muldoon*  
Mike Muldoon, Principal of Davies Middle School and Jeri-Lynn Gatto, Supervisor of Social Studies at Oakcrest will facilitate a review of the scope and sequence of courses for students studying social studies in grades 6-12. Common issues, concerns and interests involving social studies content, the teaching of writing, testing and curriculum mapping will be covered.  
\*\*\*Required for all Social Studies Teachers\*\*\*

~~~~~ Special Event ~~~~~

**NCTM Conference**

Note: All Math and Science Teachers will be attending the NCTM conference in Atlantic City. This form does not need to be completed by these individuals due to a pre-registration process. (PD goal 1 &

AMTNJ will be hosting the NCTM Eastern Regional Conference in Atlantic City, NJ. Mathematics and Science teachers will attend the conference, themed '*Dive Into Mathematics: It's a Shore Thing*,'. The day will include a multitude of sessions by local, national, and international educators. Many exhibitors will be on hand as well.

**Oakcrest High School**  
**Professional Development Registration**

1. Name:
2. Department:
3. Please choose a workshop from each session listed below by checking one box (an X should appear in your choice).
4. **Return** your completed form to Stacey Culleney's main office mailbox, no later than October 6, 2006. To ensure receipt of your certificates please be attentive to this deadline. Thank you.
5. **Everyone** must sign up for one of the two break-out sessions on Suicide Awareness.



February 28, 2007

Spring Testing Meeting.....7:20-8:20am  
 Keynote Speaker .....8:25-9:25am "Differentiated Instruction"  
 Session 1.....9:30-10:30am  
 Session 2.....10:35-11:35am  
 Lunch.....11:35-12:35pm  
 Session 3.....12:40-1:40pm  
 Session 4.....1:45-2:35pm

~~~~~ Session 1 ~~~~~

Suicide Awareness Training Distance Learning Lab  
*D. Koury*

This session is REQUIRED for all of the faculty who were unable to attend on the October 20<sup>th</sup> professional development day. It will be a two hour session, as mandated by NJ Law, and will occupy sessions 1 and 2.

Differentiated Instruction Breakout (Sessions 1 and 2)  
*L. Fote* Senior Cafeteria

This is a follow-up session for today's keynote presentation. This meeting will utilize sessions 1 and 2.

Blackboard Training Room 220  
*L. DiRenzo*

This session will provide an overview on how this program can be utilized to enhance your curriculum. Please try to log onto the Blackboard software located on your desktop before attending (same login as the online document system).

Small Learning Community/Grant Writing Room  
*K. Bucci and R. Howey*

Kinesthetic Learning through Dance Room  
*R. Gaskill*

~~~~~ Session 2 ~~~~~

Mentor/Mentee Conferencing Time (optional) Various  
Must receive signature from supervisor

**Mentors and mentees will use this time to discuss the year so far and start getting prepared for the end of the year requirements (PIP, School closure procedures, etc...). This session is optional.**

Cohort Planning

Various

Must receive signature from supervisor

**This time has been designated for cohort teams to discuss and plan their interdisciplinary teachings. This session is limited to those working in a cohort setting and includes both the subject and in-class support teachers involved.**

Gang Awareness

**Instructor**

Mentor Training

Library

**L. Fitzpatrick**

**Any staff member who is currently a mentor and has not had training or anyone who is interested in becoming a mentor MUST attend this session to become certified. Even if you are not mentoring a teacher this school year you are welcome to attend. Previously certified mentors need not attend.**

~~~~~ [Session 3](#) ~~~~~

Differentiated Instruction Breakout (Sessions 3 and 4)

**L. Fote**

Senior Cafeteria

**This is a follow-up session for today's keynote presentation. This meeting will utilize sessions 3 and 4.**

Cohort Planning

Various

Must receive signature from supervisor

**This time has been designated for cohort teams to discuss and plan their interdisciplinary lessons. This session is limited to those working in a cohort setting and includes both the subject and in-class support teachers involved.**

"Seven Wonders" Committee

Room 303

**K. Casholi, J. Costal, S. Foreman, S. Kane**

**The 7 Wonders committee will meet to discuss the progress of the pre-established subcommittees and finalize their ideas. Timelines will be revised for future projects. The subcommittees will be given time to work together in order to continue to organize tasks that need to be completed.**

Blackboard Training

Room 220

**L. DiRenzo**

**This session will provide an overview on how this program can be utilized to enhance your curriculum. Please try to log onto the Blackboard software located on your desktop before attending (same login as the online document system).**

Gang Awareness

**Instructor**

~~~~~ [Session 4](#) ~~~~~

Differentiated Instruction Breakout (cont... from Ses.3)

**L. Forte**

Senior Cafeteria

**All faculty whom selected this for session 3 will select this again for session 4.**

Integrating Math into Social Studies Curriculum

**J. Gazo and K. Daube**

Distance Learning Lab

\*\*\*Mandatory for Social Studies Teachers\*\*\*

**In this seminar, social studies teachers will learn how to develop lessons that incorporate mathematical concepts. The objective of this meeting is to allow students to see how math is used around the curriculum and to help them in preparation for specific clusters of the HSPA math section.**

Professional Development Committee

Career Room

**Instructor**

**This meeting is for all committee members to prepare for the upcoming In-Service days. Non-members are encouraged to forward any suggestions to their department representatives.**

Small Learning Community/Grant Writing

Room

**Instructor**

Webquests For Your Classroom (ETTC)

Room 309

**Ms. Patty Weeks**

Webquests are a wonderful way to guide your students' Internet experiences. We will explore what is available on the Internet, and learn how to make your own webquest using Microsoft Word. We will learn how to use them in the classroom, and explore new ways of working with Internet sites

**Year End Evaluation of Mentoring Program by Novice Teachers**

Please check the response for each item that closely indicates your level of satisfaction with the mentoring program at the end of the first year of mentoring.

**Ending Satisfaction Level:**

|                                                                                | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| I understood what was expected of me as a novice teacher                       | 47%                   | 53%          | 0%              | 0%                       |
| My mentor provided resources and material for me                               | 53%                   | 42%          | 5%              | 0%                       |
| My Mentor assisted me in planning lessons                                      | 37%                   | 37%          | 37%             | 0%                       |
| My Mentor observed lessons and provided feedback on my lessons.                | 32%                   | 42%          | 26%             | 0%                       |
| My mentor communicated often and provided me with personal support             | 58%                   | 32%          | 11%             | 0%                       |
| My mentor assisted me with maintaining student discipline                      | 26%                   | 58%          | 16%             | 0%                       |
| My teaching improved                                                           | 37%                   | 63%          | 0%              | 0%                       |
| My ability to work with parents improved                                       | 16%                   | 84%          | 0%              | 0%                       |
| My classroom management improved                                               | 28%                   | 74%          | 0%              | 0%                       |
| I have become part of the school culture                                       | 37%                   | 63%          | 0%              | 0%                       |
| My mentor helped me design a long-range professional development plan          | 16%                   | 32%          | 53%             | 0%                       |
| I felt prepared to teach                                                       | 31%                   | 25%          | 38%             | 6%                       |
| My mentor and I had ample time together                                        | 21%                   | 63%          | 11%             | 5%                       |
| Managing my time and work as a novice teacher was a problem                    | 11%                   | 16%          | 53%             | 21%                      |
| I felt supported by my mentor as well as by the program coordinator            | 53%%                  | 37%          | 11%             | 0%                       |
| I am glad that I was part of this mentoring program                            | 42%                   | 58%          | 0%              | 0%                       |
| I attended the summer mentor training program of the GEHRHSD in August of 2005 | Yes<br>68%            | No<br>32%    |                 |                          |

**As a novice teacher, what needs (if any) did you have that were not addressed by the mentoring program?**

- 1 My needs were addressed but it would have been helpful to have more time to spend with my mentor or to have periods were she taught and I didn't so that I could observe her more.
- 2 More time for observation and feedback by my mentor would have been helpful
- 3 There are always going to be questions or unknowns that come up as a new teacher to a new school district so I learned what I needed to as they came along, thanks to a supportive faculty, supervisors, and administration.
- 4 Same periods off to work out problems and issues with my mentor. After school wasn't an option for us due to time restrictions on both our parts.
- 5 Not observed by mentor for feedback purposes.
- 6 More introductions to various staff members.
- 7 There were not as many designated times to meet officially. We met informally on our own time.
- 8 I believe that time management could have been stressed or aided since I felt that this was the most difficult part of being a novice teacher.
- 9 I felt my mentor and I should have more time off together.
- 10 The first week of school was of course an issue and more mentoring time during the PD days at the beginning of school would have been helpful.
- 11 More comparison of lesson plans. More warning about what exactly was expected, classroom management-wise. A set schedule of what could be done to improve what was wrong, worked out by the teacher, supervisor and mentor together. I felt like my difficulties in the classroom were not sufficiently addressed, and definitely not in a timely manner.
- 12 My mentor was very thorough.

**What types of additional support should the school district provide to novice teachers?**

- 1 More built-in time for mentors (maybe extend the workshop for mentors to be included on professional days throughout the year instead of just the first few days)
- 2 Overall, I feel that Oakcrest High School's faculty, supervisors, and administration have made this a successful year for my students and I. Anytime I had a question or concern someone in the building was there to help me out!!
- 3 Overview of the additional things required and a timeline for them as a guide. Things like purchasing for the next year a year in advance and other deadlines like that.
- 4 One on one time with mentor - Not possible with differing schedules -
- 5 It was a very good program. I do not feel I needed anything else except maybe in the summer, some time with my mentor to get my classroom, materials, etc. organized. One on one time with my mentor at the beginning of the year was very helpful.
- 6 Summer training was very helpful, have class rosters available earlier.
- 7 I think a workshop (either provided by the district or out of district) on classroom management during the second half of the 1st year would be a good idea. We do have one before school starts, but if you are an inexperienced teacher; you do not know the types of problems you are going to have. If you have one mid-year, you can apply the knowledge to your class.
- 8 Individualized support because what is difficult for one novice teacher may not be difficult for another.
- 9 More opportunities to observe other teachers teaching.
- 10 Possibly there could be a team mentoring approach in the department of the new teacher. Where they would have more than one person to talk to. It was sometimes a logistical issue to see your mentor during the day and it was sometimes difficult to put that responsibility on others.
- 11 More time to meet with our mentors.

**Part B Program Evaluation: *To be completed at the end of the year.***

**Completed 5/01/06**

**Year End Evaluation of Mentoring Training Program by Mentors**

Please check the response for each item that closely indicates your level of need for satisfaction in the area described at the end of mentoring.

**Ending Satisfaction Level:**

|                                                                                | <b>Strongly Agree</b> | <b>Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--------------------------------------------------------------------------------|-----------------------|--------------|-----------------|--------------------------|
| I understood what expected of me as a mentor                                   | 50%                   | 44%          | 6%              | 0%                       |
| I was able to provided resources and material for my novice teacher            | 78%                   | 22%          | 0%              | 0%                       |
| I helped my novice teacher in planning lessons                                 | 50%                   | 50%          | 0%              | 0%                       |
| I observed lessons and provided feedback on my novice teachers lessons.        | 33%                   | 39%          | 17%             | 11%                      |
| i communicated often and provided personal support to my novice teacher        | 67%                   | 28%          | 0%              | 6%                       |
| I was able to assist my novice teacher in maintaining student discipline       | 17%                   | 56%          | 22%             | 6%                       |
| My novice teacher's teaching improved                                          | 41%                   | 47%          | 12%             | 0%                       |
| My novice teacher's ability to work with parents improved                      | 18%                   | 65%          | 12%             | 6%                       |
| My novice teacher's classroom management improved                              | 29%                   | 59%          | 6%              | 6%                       |
| I helped my novice teacher become part of the school culture                   | 18%                   | 71%          | 6%              | 6%                       |
| I helped my novice teacher design a long-range professional development plan   | 11%                   | 56%          | 28%             | 6%                       |
| I felt prepared to be a mentor                                                 | 39%                   | 50%          | 11%             | 0%                       |
| My novice teacher and I had ample time together                                | 17%                   | 39%          | 33%             | 11%                      |
| Managing my time and work with the addition of a novice teacher was a problem  | 17%                   | 22%          | 50%             | 11%                      |
| My supervisor was supportive during the mentor process                         | 61%                   | 33%          | 6%              | 0%                       |
| I am glad that I was part of this mentoring program                            | 50%                   | 50%          | 0%              | 0%                       |
| I attended the summer mentor training program of the GEHRHSD in August of 2005 | 50%                   | 50%          | 0%              | 0%                       |

**As a mentor, what needs (if any) did you have that were not addressed by the mentoring program?**

- 1 1 Paid time to spend with her. We spent time after school a lot. 2 Coverage for my classes so I could observe her teaching different classes (There was only 1 period I was free that I could go see her class - it was her best class - She wanted my feedback about a really disruptive class)
- 2 Time was not provided, our schedules were totally different!
- 3 I think the time that you need to spend with your mentee. We spent a lot of activity periods together discussing classroom behavior as well as planning materials for class.
- 4 Mentors and new teacher MUST actually see each others. Schedules should be similar, rooms and prep periods should be shared. It is difficult to mentor a new teacher when you reeally never see them during the course of the day. Mentor teachers should be relesed from duties or teach only 4 classes in order to observe the new teacher.
- 5 Mentors and Novice teacher should have one period off together and one period where they can observe each other.
- 6 Specific guidelines as to what you are supposed to do. Time to go into the mentees classroom and observe. Professional time to meet with mentee.
- 7 As a mentor it is necessary that you have at least one period or lunch period voff together, because things do come up that need to be addressed.
- 8 time with my new teacher
- 9 Because my mentee and I have the same schedule, I could not observe him and he could not observe me. Of course, there were many reasons that having the same schedule was helpful.

**What types of additional support should the school district provide to novice teachers?**

- 1 Supervisor needs to look in and check on new staff member more often.
- 2 The in-service workshops provided time for meeting with my mentor - this was a GREAT addition from last year.
- 3 This year, as opposed to previous years, mentor support and training was very progressive. I believe, however, novice teachers need more classroom management assistance from veteran teachers in a forum where they can feel free from scrutiny of administration or union officials.
- 4 Make sure that they and there mentors are off during at least one period together. also, time to work out PIP things and midterms would be appreciated during professional development days throughout the year (not just once).
- 5 I feel that the support that we had from our supervisor as well as the mentoring committee worked very well.
- 6 It just worked out that we had a planning period off together. That is not always the case.
- 7 Conitinue to use in-service days to let mentor and novice teacher work together.
- 8 Q&A sessions - monthly Professional time to meet with mentor
- 9 TIME to work together
- 10 I feel that there should be more time or more often during inservices to meet with mentors/mentees.
- 11 Especially for new teachers who start after the beginning of the year, access to computer info. (e-mail especially) should be taken care of as soon as they start. Many of the problems my mentee had were computer related as he was not in the system when he started and he and I and our supervisor spent a lot of time trying to get that corrected. It became a problem again when we began doing IEP's.

**Mentoring Program Evaluation: *To be completed by members of the school community at the end of the mentoring year, including: parents, administration, teachers, and students.***

**Please place a check mark in the box that is appropriate for each statement.**

|                                                                                                                                                                                                                                           | <b>Yes</b> | <b>No</b> | <b>Partially</b> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|------------------|
| <b>District Wide Planning Process:</b>                                                                                                                                                                                                    |            |           |                  |
| Our district engaged in a broad-based group of staff members as members of the local Professional Development Committee (LPDC) to develop and align an Induction Plan with state regulations.                                             | 92%        | 0         | 8%               |
| The LPDC monitors implementation of the Induction Plan and uses feedback to adjust and improve the plan.                                                                                                                                  | 73%        | 9%        | 18%              |
| <b>Criteria-based Selection and Matching of Mentors</b>                                                                                                                                                                                   |            |           |                  |
| Our district induction plan includes at least the criteria for mentor selection in the state regulations.                                                                                                                                 | 82%        | 9%        | 9%               |
| Mentors are selected based on the criteria state in the regulations.                                                                                                                                                                      | 82%        | 9%        | 9%               |
| The district has criteria for matching mentors and novice teachers.                                                                                                                                                                       | 90%        | 0%        | 10%              |
| Matches are made based on the criteria stated in the Induction Plan.                                                                                                                                                                      | 80%        | 10%       | 10%              |
| <b>Mentor Services</b>                                                                                                                                                                                                                    |            |           |                  |
| Mentors receive training in the skills of conferencing and feedback.                                                                                                                                                                      | 56%        | 11%       | 33%              |
| Mentors receive training in the skills of providing support in the areas of curriculum, instruction and assessment.                                                                                                                       | 67%        | 0%        | 33%              |
| Specified expectations regarding the frequency of interactions (conference and observations) exist between the mentor and the novice teacher.                                                                                             | 90%        | 0%        | 10%              |
| <b>Novice Teacher Services</b>                                                                                                                                                                                                            |            |           |                  |
| District novice teachers participate in professional development activities that are specifically tailored to meet the needs of novice teachers. ( topics such as classroom management, parent communication, diversity, lesson planning) | 69%        | 0%        | 31%              |
| Novice teachers are brought together during the year for regular networking opportunities?                                                                                                                                                | 54%        | 23%       | 23%              |
| Novice teachers are given ample time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers.                                                                                    | 33%        | 17%       | 50%              |
| <b>School Leader Services</b>                                                                                                                                                                                                             |            |           |                  |
| The administration models a range of ways to support novice teachers in their buildings.                                                                                                                                                  | 67%        | 17%       | 17%              |
| The administration uses a wide range of approaches to encourage all staff to support novice teachers.                                                                                                                                     | 50%        | 17%       | 33%              |
| Administration uses supervision and evaluation as growth oriented experiences for novice teachers aligned with the NJ Professional Standards for Teachers.                                                                                | 58%        | 8%        | 33%              |

|                                                                                                                                                                                                                    |     |     |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|
| <b>District Board of Education and Community</b>                                                                                                                                                                   |     |     |     |
| The members of the school community are aware that there is a rigorous Induction Program to support novice and veteran teachers for professional growth as outlined in the NJ Professional Standards for Teachers. | 40% | 40% | 20% |
| The community is invited to support the district efforts to nurture novice teachers.                                                                                                                               | 10% | 50% | 40% |
| <b>On-going Program Evaluation</b>                                                                                                                                                                                 |     |     |     |
| The LPDC engages in ongoing assessment of the induction plan.                                                                                                                                                      | 78% | 0%  | 22% |
| The LPDC gathers outcome/summative information on the impact of mentoring and shares it with the school community.                                                                                                 | 56% | 22% | 22% |

*Adapted from: Beyond Mentoring: How to Attract, Support and Retain New Teachers (pp. 136-137) by J.Saphier, S Freedman & B Aschheim, 2001, Newton, MA: Teachers*

Julie Hazzar , Contact Person.  
PRESS RELEASE – September 22, 2005

In order to keep informed about the public’s feelings and opinions, the Greater Egg Harbor Regional High School District recently randomly selected 200 citizens to participate in a survey regarding Absegami and Oakcrest High Schools. The study was conducted by phone, take home questionnaire and web answers.

According to the respondents, the issues of greatest concern facing the high schools were student discipline, lack of parent interest and involvement, and safety/violence issues.

65% of the respondents felt they were somewhat to pretty well informed about district information, mostly through newspaper articles and student reports. 67% surveyed felt the need for a third regional high school and would support the construction effort. Overall, 77% of Absegami parents and 59% of Oakcrest parents were satisfied with their child’s education.

The findings indicated that more emphasis should be placed on core academics (reading, writing, math) at both schools, along with technology. Honors and Advanced Placement courses did not rate an increased emphasis vote. However, Career Education/College Selection and SAT/PSAT preparation could be enhanced. 95% of those polled have a computer at home with access to the Internet.

The Visual and Performing Arts Programs at both schools ranked highly in the survey. Satisfaction with the Athletics Programs at both schools was almost equal and praise was given for the abundance of sports and activities. Communication between parents and teachers, more teacher contact before interims are issued were two more items that need attention.

Superintendent Adam Pfeffer stated, “This survey is an effective tool to bridge communication with the public. All comments are screened and the public’s suggestions are always welcome. Overall, the survey indicated that our School District has well-rounded programs and good opportunities for academic growth. We will continue to build on that concept as we begin another school year”.