

Emerson | District Professional Development Plan 2021-2022

District Name	Superintendent Name	Plan Begin/End Dates
Emerson Public Schools	Brian P. Gatens	July 1, 2021 – June 30, 2022

District Goals

Areas Identified for Development	Identified Groups	Rationale/Sources of Evidence
<p>SOCIAL-EMOTIONAL LEARNING: Explore and adopt restorative practices and classroom instruction methods that support students in developing effective habits and skills as lifelong learners and future members of the workforce and civil society</p> <p>DIVERSITY, EQUITY & INCLUSION: Explore and promote diversity, equity, and inclusion within our classroom instructional content, and support teachers and students in working to intervene in individual as well as systemic instances of inequity, prejudice, bias, and mistreatment of others</p> <p>PROFICIENCY BASED LEARNING: Articulate a series of academic proficiencies around which to focus teaching, learning, assessment, and reporting work, supporting students to demonstrate their competencies/knowledge/skills and working to improve student progress at the individual and group level</p>	Teachers, Principals, Supervisors, Directors, Other Certificated Staff	A five-year district strategic plan was adopted in June 2021 which includes these as major areas of focus. This plan was based on a review of district data, the latest educational research, and a tremendous amount of input from our staff and members of the community.

Professional Learning Initiatives

Initiative	Description	Costs	Future Ideas
Self-Directed Growth Plans	<ul style="list-style-type: none"> Highly Effective Tenured Teachers will have access to an optional alternate evaluation pathway whereby they will conduct and report out on action research related to a problem of practice. Emerson will partner with surrounding districts including Harrington Park to share best practices and conclusions from our research Emerson Instructional Coaches will provide support and guidance to teachers new to the SDGP process 	<ul style="list-style-type: none"> Conference attendance, professional books and journals, and outside PD to support teachers in becoming effective researchers and/or to gather information in the areas of individual inquiry 	<ul style="list-style-type: none"> Consider meaningful ways for staff members to share with colleagues what they learn via classroom research

Emerson | District Professional Development Plan 2021-2022

	<ul style="list-style-type: none"> • The SDGP process consists of the following components: <ul style="list-style-type: none"> ○ Proposal: Research Question, Purpose, Context, Timeline, Data, Research Plan ○ Status Report: Activities, Data, Reflection, Next Steps, Assistance Needed ○ Annual Assessment: Data Overview, Anecdotal Assessment, Proposed Follow-Up, Rubric Score ○ Final Presentation to a relevant audience in district or across districts 	<ul style="list-style-type: none"> • Consultant costs (funded by Title 1 and Title 2) to support individual inquiries regarding strategies for struggling learners and proficiency-based learning 	
Instructional Coaching	<ul style="list-style-type: none"> • Coaches will meet monthly as a professional learning community to study effective practices in both teaching and coaching • Coaches will lead professional development sessions on staff inservice days • Coaches will facilitate peer to peer visits during the school year during an initial visitation day and then ongoing • Coaches will support other teachers in doing action research through the SDGP process, including offering six week coaching cycles to their colleagues to support them in establishing a specific improvement goal, collecting data around the goal, and changing practices based on what they learn from the research • Coaches will also support colleagues and turn-key practices from previous initiatives, including Reader's & Writer's Workshop and the Learner-Active, Technology-Infused Classroom model. This may include supporting teachers in unit design during inservice days or other release time 	<ul style="list-style-type: none"> • Stipends for coaches • Reduced work, teaching, or duty schedules to allow for coaching work • Conference attendance, professional books and journals, and outside PD to support teacher leaders in effective instructional coaching and professional development design and support their ongoing learning around content and pedagogy 	<ul style="list-style-type: none"> • Increase coach positions in order to offer coaching to all interested staff members
Faculty Committees and Professional Learning Groups (PLG)	<ul style="list-style-type: none"> • A portion of faculty meeting time at each building is restructured to allow teachers to work collaboratively around specific goals. In addition, monthly early release afternoons at EJSHS will be incorporated for PLG time and Wednesday afternoons used for elementary committee time. • PLG and Committee activities may include data analysis, site visits, book/article study, watching video lessons, reviewing student work together, or preparing recommendations and resources for the full faculty. • Teachers may continue or launch additional PLGs to support their individual improvement goals with district support for materials or other needs. For example, a group of Memorial teachers meets monthly on Wednesday mornings before school to discuss shared readings. 	<ul style="list-style-type: none"> • Books and study materials for participants • Relevant conferences and workshops for committee or PLG members • Teacher release time for site visits or extended meeting opportunities 	<ul style="list-style-type: none"> • Continue to review teacher and student schedules to find opportunities for groups of teachers to come together for learning

Emerson | District Professional Development Plan 2021-2022

District Diversity, Equity, & Inclusion Committee	<ul style="list-style-type: none"> • A district-level group of volunteer parents, teachers, and administrators will meet monthly to monitor and support the implementation of the DEI goals in the 2021-2026 strategic plan • This group will function as a professional learning community to increase our shared understanding of best practices for DEI in education as well as a planning group to inform the work of school-level committees 	<ul style="list-style-type: none"> • Conference attendance, professional books and journals, and outside PD to support participants in DEI-related learning 	<ul style="list-style-type: none"> • Opportunities for committee members to share their learning and ideas with other staff and/or parents
Great Schools Partnership	<ul style="list-style-type: none"> • Emerson will continue to work with the Great Schools Partnership for a third year, including shared sessions with Ridgewood Public Schools where applicable • Work this year will concentrate in the following areas: <ul style="list-style-type: none"> ○ Continued support for the new Professional Learning Groups at EJSHS including training for coordinators around the effective use of protocols ○ Continued support to teachers piloting Proficiency-Based learning practices in their classrooms ○ Initial support and consultation around Diversity, Equity & Inclusion goals, including direct work with the District DEI committee, school-level DEI committees, and the general faculty and staff 	<ul style="list-style-type: none"> • Consultant Fees to Great Schools Partnership (Funded by Title 2) • Teacher release time for attendance at events and site visits • Conference attendance, professional books and journals, and outside PD to support participants in piloting assessment practices 	<ul style="list-style-type: none"> • Opportunities for committee members to share their learning and ideas with the rest of the school
GLAM (Growth, Learning, Assessment, Mindset)	<ul style="list-style-type: none"> • Emerson will continue to collaborate with a consortium of teacher and administrator representatives from local districts in a the study of effective assessment practices, with the following goals: <ul style="list-style-type: none"> ○ Assess and grow student and teacher mindsets to work towards a common vision around feedback and assessment ○ Pilot feedback practices that support student learning and accountability over the course of a unit, embedding formative assessments to inform lesson planning and instruction ○ Critically examine classroom grading policies and practices that support student learning (as a result of feedback processes) 	<ul style="list-style-type: none"> • Teacher release time for attendance at events and site visits • Conference attendance, professional books and journals, and outside PD to support participants in piloting assessment practices 	<ul style="list-style-type: none"> • Opportunities for committee members to share their learning and ideas with the rest of the school
Curriculum Projects	<ul style="list-style-type: none"> • We will embark on year-long projects to update curriculum documents, create new units of study, and improve teacher understanding of and lesson alignment to NJSLS. • 2021-2022 formal curriculum projects will include 6-12 Science, 7-12 Art, 7-12 Health, and Pre-K • A variety of 2020-2021 curriculum projects will also continue development due to pandemic-related delays • In all curriculum projects, we will seek opportunities to include a 	<ul style="list-style-type: none"> • Conference attendance, professional books and journals, outside PD or consultant to support departments in content-specific learning • Teacher release time for curriculum work and related 	<ul style="list-style-type: none"> • Five year curriculum cycle includes all departments over time

Emerson | District Professional Development Plan 2021-2022

	<p>variety of voices and perspectives as we work to increase global awareness in our students</p>	<p>professional learning</p> <ul style="list-style-type: none"> • Summer curriculum writing project stipends as needed • New instructional materials as needed to support curriculum implementation 	
<p>Teacher-Led Courses and Cyberlunches</p>	<ul style="list-style-type: none"> • Traditional professional development workshops and other structured learning experiences will be designed and facilitated by teachers throughout the year. The focus will be on on-going in-depth study of chosen topics over a period of time with multiple meetings for follow-up. 	<ul style="list-style-type: none"> • Books and study materials for participants • Stipends for session leaders 	<ul style="list-style-type: none"> • Increase scope of the program to offer additional courses and partner with other districts to support our most isolated teachers. Consider running courses open to the public through Emerson Community School or in collaboration with other local districts
<p>New & Non-Tenured Teacher Program</p>	<ul style="list-style-type: none"> • We will host a 2 day summer orientation for all new staff, followed by monthly meetings for continued support. • This program is required for all teachers new to the district, but others may join (new to grade level etc.) if there is space. First year teachers with a provisional license will also be enrolled in a mentoring program as required by NJDOE. • Topics will include the Danielson Framework (book) and Teach Like a Champion (book) with assigned readings and tasks between sessions. 	<ul style="list-style-type: none"> • Books and study materials for participants • Mentor stipends for provisional teachers (paid by mentees as required by statute) 	<ul style="list-style-type: none"> • Continue to increase the role of teacher leaders and instructional coaches in leading this program • Explore ways to further differentiate professional support for teachers new to district and investigate specific professional learning needs for second and third year staff

2021-2022 Staff PDP Goals

Professional Learning Goal	Initial Activities	Follow-Up Activities
<p>District Goal Explore and promote diversity, equity, and inclusion within our classroom instructional content, and support teachers and students in working to intervene in individual as well as systemic instances of inequity, prejudice, bias, and mistreatment of others</p>	<ul style="list-style-type: none"> • Read research-based professional books and articles related to practices that support equity in schools • Analyze available data disaggregated by subgroups to identify inequitable outcomes • Review curriculum and instructional materials / classroom libraries for bias and consider new materials that promote an increased diversity of author and character voices • Attend Staff Inservice sessions focused on equity, systems of power and privilege, and culturally responsive instructional practices (as available) • Consult outside organizations/agencies for the purpose of self-examination and consideration of classroom and school-based practices as they relate to access and equity 	<ul style="list-style-type: none"> • Create unit and lesson plans that increase student awareness around systems of power and privilege in local and global communities • Participate in peer lesson visitations individually or on scheduled visitation days to share practices with colleagues • Visit and consult with colleagues in other districts to learn successful practices
<p>Building Goal - EJSHS Engage in individual social and emotional learning (SEL), collaborate on strategies for promoting SEL, and model SEL throughout the school</p> <p>Explore and adopt restorative practices and classroom instruction methods that support students in developing effective habits and skills as lifelong learners and future members of the workforce and civil society</p>	<ul style="list-style-type: none"> • Plan and implement an SEL-program (Character Strong) for 7-12 students to be offered as an advisory program in Junior High and HS cohorts. Advisory program to run on separate schedule alongside regular school courses • Participate in conversations and professional learning about strategies to promote and support SEL in the classroom and school building 	<ul style="list-style-type: none"> • Participate in peer lesson visitations individually or on scheduled visitation days to share practices with colleagues • Consider parent educational materials and opportunities to partner with student families in supporting student growth
<p>Building Goal - Villano Engage in individual social and emotional learning, collaborate on strategies for promoting SEL, and model SEL throughout the school</p>	<ul style="list-style-type: none"> • Participate in faculty meetings, grade-level meetings, the SEL committee, and professional learning sessions provided by the principal, school social workers, instructional coaches, BCBA and/or SAC • Participate in shared readings related to anxiety, depression, equity, resiliency, and trauma. 	<ul style="list-style-type: none"> • Participate in peer lesson visitations individually or on scheduled visitation days to share practices with colleagues • Consider parent educational materials and opportunities to partner with student families in supporting student growth

Emerson | District Professional Development Plan 2021-2022

<p><u>Building Goal - Memorial</u> Incorporate SEL practices into the daily life of the classroom to support students transitioning back from remote and hybrid instruction</p>	<ul style="list-style-type: none"> • Participate in faculty meetings, grade-level meetings, the SEL committee, and professional learning sessions provided by the principal, school social workers, instructional coaches, BCBA and/or SAC • Participate in shared readings related to anxiety, depression, equity, resiliency, and trauma. • Participate in SEL lessons led by the principal and school social worker and make connections to other classroom lessons 	<ul style="list-style-type: none"> • Analyze and act on school and classroom data around student SEL skills and attitudes • Participate in peer lesson visitations individually or on scheduled visitation days to share practices with colleagues • Consider parent educational materials and opportunities to partner with student families in supporting student growth
<p><u>Individual Goal</u> Will vary for each staff member, and is determined by 2020-2021 evaluation outcomes</p>	<ul style="list-style-type: none"> • Read professional books and articles related to the specified goal • Attend in-district or out-of-district professional development sessions and/or committee or professional learning group (PLG) meetings focused on the specified area (as available) • Participate in peer lesson visitations individually or on scheduled visitation days to share and compare practices with colleagues around the specified goal • Participate in the SDGP process and/or a six week instructional coaching cycle to ask questions, gather data, and adjust practice around the specified goal 	<ul style="list-style-type: none"> • Share learning around this goal with colleagues by passing along resources, leading professional conversations, or inviting colleagues for peer visits
<p><u>Individual Goal - New Teachers</u> Become familiar with the procedures and cultural norms of Emerson Public Schools and work towards Standard Certification (if applicable)</p>	<ul style="list-style-type: none"> • Participate in the Non-Tenured Teacher Program, including monthly assigned readings and meetings • Participate in Provisional Teacher Mentoring (if applicable) • Participate in a six week instructional coaching cycle to ask questions, gather data, and adjust practice around the specified goal 	<ul style="list-style-type: none"> • Participate in peer lesson visitations individually or on scheduled visitation days to share and compare practices with colleagues

PD Required by Statute or Regulation

State-mandated PD Activities

[Attachment](#) to be provided.

Resources and Justification

Resources

To meet the professional learning needs of the district's schools per this plan, the initial recommendation is to allocate 3% of the district budget for this purpose. The allocation will come from a combination of local, state, and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 4 full days during the school year will be dedicated for professional learning activities. Professional learning activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school.

Justification

2020-21 data analysis has identified priority areas related to the supervision of instruction to ensure consistent and successful implementation of the NJSLS and AchieveNJ. High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality SGOs, and effective data use to drive instruction at the student, class, school, and district levels.

Signature:

Superintendent Signature

Date