



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

JON S. CORZINE
Governor

LUCILLE E. DAVY
Commissioner

November 17, 2008

TO: Chief School Administrators
Charter School Lead Persons
Nonpublic School Administrators
State Agency Education Directors
County Professional Development Board Chairs
Local Professional Development Committee Chairs

FROM: Jay Doolan, Ed.D., Assistant Commissioner
Division of Educational Standards and Programs

SUBJECT: 2009-2010 Professional Development Plans

Please find attached a letter from the chair of the Professional Teaching Standards Board and guidance materials for the creation and review of the district professional development plan. The guidance materials will be available on the department's website at <http://www.nj.gov/njded/profdev/pd/teacher/>.

The guidance documents specifically address the plan's requirements and timelines. If you have questions or need additional assistance, please contact Victoria Duff in the Office of Professional Standards, Licensing and Higher Education Collaboration at 609-292-0189 or e-mail teachpd@doe.state.nj.us.

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Attachments

c: Members, State Board of Education
Commissioner Lucille E. Davy
Senior Staff
Kim Belin
Sandra Alberti
Marie Barry
Jim McBee
Janis Jensen
Susan Martz
Suzanne Ochse
Eileen Aviss-Spedding
Ken Figgs
Victoria Duff
Carol Albritton
Executive County Superintendents
Professional Teaching Standards Board
Association of Schools and Agencies for the Handicapped

Garden State Coalition of Schools
NJ LEE Group



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LUCILLE E. DAVY
Commissioner

November 10, 2008

TO: County Superintendents
County Professional Development Boards

FROM: Peggy Stewart, Chair
New Jersey Professional Teaching Standards Board (PTSB)

SUBJECT: County Review of District Professional Development Plans for 2009-2010

As teachers across New Jersey continue to pursue rigorous learning opportunities to improve classroom practice and enhance student learning, the Professional Teaching Standards Board (PTSB) would like to support County Professional Development Boards (CPDC) in their approval process through the attached District Professional Development Plan guidance materials. The guidance materials include: the timelines, procedures and resources for submission of the professional development plans for the 2009–2010 plan. These are the same materials sent to the Local Professional Development Boards (LPDCs). Please share these materials with all members of the county board to assist them in the plan approval process. The guidance materials along with additional professional development resources, including the webinar on the new professional development regulations, will also be available online at <http://www.nj.gov/education/profdev/pd/teacher/>.

You recently received information regarding the changes in the regulations that govern the professional development of teachers. While many of those changes will not occur until September 2009, there have been minor changes in the requirements for submission of the professional development plan for this year. First, the newly adopted New Jersey Professional Development Standards for Educators now guide the plan development process and should be viewed as the foundation of plan development by the district professional development committee. The standards can be accessed at the website referenced above along with additional standards resources at www.nsd.org. Second, district plans should begin to show evidence of planning for collaborative professional learning. Such collaborative professional learning could include opportunities such as the using data to inform instruction; analyzing student work, and the creation of common assessments. Finally, district plans must now be submitted to the local board of education for initial review before being sent on to the county board. This process necessitates moving the timeline for submission by the district committee to the county board to February 16, 2009, with approval of the plan by the county board by April 1, 2009.

On behalf of the PTSB, I want to thank you for the outstanding job you have done reviewing and analyzing the professional development plans of the district professional development committees in your county. Your commitment has led to more positive attitudes toward professional learning and a marked improvement in professional learning opportunities offered to educators. Your feedback to the district professional development committees enables them to reflect upon their professional development plans and revise them to address areas of concern identified in your review.

During the 2008-2009 school year, please provide for the PTSB the following information about the county's district professional development plans:

1. A copy of the minutes of county board meetings;
2. A completed plan log showing the status of your review of local plans and any actions taken to accept or reject plans; and
3. Input regarding the successes and challenges reported in your county's process for reviewing local plans.

Please email this information to victoria.duff@doe.state.nj.us or fax it to her attention at 609-292-7276. Please identify the county name and chairperson's name of the county board on submitted materials.

Based on its research of effective professional development practices, the PTSB has created a toolkit, in conjunction with the National Staff Development Council, entitled Collaborative Professional Learning in Schools and Beyond: A Tool Kit for New Jersey Educators. The tool kit provides articles and tools to support collaborative learning opportunities for teachers. Copies of the tool kit on disc will be provided to each school this year. The LPDC and the newly formed School Professional Development Committee (SPDC) can use the toolkit to support the development of future professional development plans.

Should you have questions, please contact Victoria Duff, teacher quality coordinator at the Department of Education, at 609-292-0189 or e-mail questions to teachpd@doe.state.nj.us.

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Attachments

c: Senior Staff
Cathy Pine
Robert Higgins
Jim McBee
Eileen Aviss-Spedding
Victoria Duff
Carol Albritton



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November 10, 2008

TO: Chief School Administrators
Charter School Lead Persons
Nonpublic School Administrators
State Agency Education Directors
Local Professional Development Chairs

FROM: Peggy Stewart, Chair
New Jersey Professional Teaching Standards Board (PTSB)

SUBJECT: Local Professional Development Planning for 2009-2010

The Professional Teaching Standards Board (PTSB) is pleased to provide Local Professional Development Committees (LPDC) with the timelines and procedures for the professional development plans for the 2009-2010 school year. The guidance materials provide submission timelines, resources and procedures for the district plan submission to the local board of education and the County Professional Development Board (CPDB). The guidance materials along with additional professional development resources, including the webinar on the new professional development regulations, will also be available at <http://www.nj.gov/education/profdev/pd/teacher>.

On behalf of the PTSB, I want to express appreciation to district administrators and teachers involved in the development of professional development plans. County Professional Development Boards have reported marked improvement in the variety and caliber of the professional development opportunities offered to educators. Your commitment to providing high quality learning opportunities for teachers focused on the learning needs of students to teachers is commended.

In the October 9, 2008 memo from Jay Doolan, assistant commissioner, Division of Educational Standards and Programs, he described the changes to the professional development requirements. While many of those changes will not occur until September 2009, there have been minor changes in the requirements for submission of the professional development plan for this year. First, the newly adopted New Jersey Professional Development Standards for Educators should guide the plan development process. The standards can be accessed at the website referenced above along with additional standards resources at www.nsd.org. Second, district plans should begin to show evidence of collaborative professional learning in which

educators are provided opportunities to focus on the learning needs of their students. These activities may include opportunities such as using data to inform instruction, analyzing student work, and creating common assessments. Finally, district plans must now be submitted to the local board of education for review before being sent on to the county board. This process necessitates moving the timeline for submission of district plans to the county board to February 16, 2009 with approval of the plan by the County Board by April 1, 2009.

Based on research of effective professional development practices, the PTSB has created a toolkit, in conjunction with the National Staff Development Council, entitled Collaborative Professional Learning in Schools and Beyond: A Tool Kit for New Jersey Educators. The tool kit provides articles and tools to support collaborative learning opportunities for teachers. Copies of the tool kit on disc will be provided to each school this winter. The LPDC and the newly form School Professional Development Committee (SPDC) can use the tool kit to support the development of future professional development plans.

It is our hope that you will continue to devote time to your own research, learning, and planning in the area of collaborative professional learning. Should you have any questions about these materials, please contact Victoria Duff, teacher quality coordinator at the Department of Education, at 609-292-0189 or e-mail questions to teachpd@doe.state.nj.us. Thank you, in advance, for your continued support of this important initiative.

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**GUIDANCE MATERIALS:
2009-2010 PROFESSIONAL
DEVELOPMENT DISTRICT PLANS**

LIST OF GUIDANCE MATERIALS PROVIDED

- District Professional Development Plan Template
- District Professional Development Plan Checklist
- Model Table of Contents for Professional Development Plan
- District Professional Development Plan Profile Sheet
- District Committee Sign-off Sheet
- County Board Review Form
- Use of the County Board Feedback Continuum
- The District Feedback Continuum
- District Professional Development Plan Timeline

RESOURCES

- New Jersey Professional Standards
- New Jersey Professional Development Standards
- Implementation Calendar: Transitioning to New Professional Development Plans

THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN TEMPLATE (UPDATE OCTOBER 2008)

Please use this template in the creation of your 2009-2010 Professional Development Plan. Make sure your plan has a title page that provides both the school district name and the county. A copy of the checklist and profile are included in this packet.

Preface

- Provide a checklist of sections submitted.
- Provide a table of contents for your plan.

Section 1: District Profile

- Fill out a District Profile Sheet.
- Provide a copy of the school district's annual goals.

Section 2: Reflection on Previous Year's Plan

- Briefly summarize the positive aspects of the 2007-2008 Professional Development Program in the district and explain how that program addressed the needs of staff and enhanced student learning.
- Briefly identify any challenges that your district may have encountered while implementing the 2007-2008 Local Professional Development Plan.
- Provide a brief summary of activities in 2008-09.
- Describe your plan for 2009-10, including your efforts to offer more collaborative professional learning.

Section 3: District Professional Development Needs

- Provide a narrative explaining how the district committee assessed the professional development needs of the staff and addressed the learning needs of the students. The narrative must include a description of the methods used to gather information (e.g., focus groups, interviews, surveys of stakeholders, group activities) and indicate what efforts were made to include a wide variety of stakeholders in the assessment process.
- List the district's professional development needs based on student learning needs in the district.
- Provide evidence that a needs assessment has taken place in the district within the last year and that the basis for the development of the local plan reflects that needs assessment. A copy of the most recent needs assessment document could be included as evidence.

Section 4: District Professional Development Vision and Goals

- Provide a district professional development vision statement.
- Explain how the plan reflects the New Jersey Professional Development Standards for Educators.
- Provide a brief narrative of how your plan supports student learning of the Core Curriculum Content Standards.
- Explain how your plan reflects the New Jersey Professional Standards for Teachers.
- List the district's professional development goals.

Section 5: District Professional Development Opportunities

- List the district's professional development opportunities.
- Identify resources needed to implement the plan.

Section 6: Evaluation of the Professional Development Program

- Explain how the district committee intends to provide ongoing evaluation.
- Describe how the plan builds on previous district professional development plans.
- Explain how the district committee will use evaluation in subsequent years.

DISTRICT PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

Check to be certain that all sections of your plan are included.
Use this sheet to check off each section and sub-section.

Required √	Form	Included √
	Title Page (include district and county names)	
	Local Professional Development Plan Checklist	
	Table of Contents (pages numbered and correlated)	
	Section 1: District Profile	
	District Profile Sheet	
	Local Professional Development Committee Profile Sheet	
	Copy of school district's goals	
	Section 2: Reflection on 2007-2008 Plan	
	Summary of positive aspects of 2007-2008 plan	
	Identification of challenges	
	Summary of Activities in 2008-09	
	Describe plan for 2009-10	
	Section 3: Needs	
	Narrative explaining needs assessment process	
	List of professional development needs	
	Evidence of recent needs assessment	
	Section 4: Vision and Goals	
	District vision statement	
	List of professional development goals	
	Section 5: Opportunities	
	List of professional development opportunities	
	Identification of resources	
	Explanation of plan alignment	
	NCLB connection	
	Section 6: Evaluation	
	Explanation of ongoing evaluation	
	Description of how plan builds on previous district plan(s)	
	Explanation of use of evaluation for subsequent plans	

**MODEL TABLE OF CONTENTS FOR
DISTRICT PROFESSIONAL DEVELOPMENT PLAN**

NOTE: Please number the pages and include page number of section in your table of contents.

Title Page: Name of District and County

Page Number

PREFACE

- a. Local Professional Development Plan Checklist
- b. Table of Contents

1. DISTRICT PROFILE

- a. District Profile Sheet
- b. Local Professional Development Committee Profile Sheet
- c. Copy of School District's goals

2. REFLECTION ON PREVIOUS YEAR'S PLAN

- a. Summary of positive aspects of the 2007-2008 professional development program
- b. Identification of challenges district encountered in implementing the plan
- c. Provide a summary of professional development activities in 2008-09
- d. A narrative reflection on previous plan, implementation of that plan and description of 2009-10 plan

3. DISTRICT PROFESSIONAL DEVELOPMENT NEEDS

- a. Narrative explanation of process used by the LPDC to assess professional development needs of the staff based on student learning needs
- b. List of professional development needs
- c. Copy of recent needs assessment instruments

4. DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS

- a. District Professional Development Vision Statement
- b. Explanation of how plan reflects Professional Development Standards, Professional Teacher Standards, NJCCCS, and district needs
- c. List of District Professional Development Goals

5. DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- a. List of professional development opportunities
- b. Identification of resources needed to implement the plan

6. EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM

- a. Explanation of how the district committee intends to provide ongoing evaluation
- b. Description of how the plan builds on previous district professional development plan(s)
- c. Explanation of how the district committee will use evaluation in subsequent years

District Professional Development Plan 2009 - 2010

District Profile Sheet

Name of District: _____

District Code: _____ County Code: _____

District Address: _____

County: _____ District Factor Group: _____

Chief School Administrator: _____

Type of District (check one):

- K-5
 K-6
 K-12
 7-12
 9-12
 Other (specify): _____

Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

Name of Building	School Code	Grades	Student Enrollment	Professional Staff

**District Professional Development Committee
Sign-Off Sheet
2009 -2010 District Professional Development Plan**

Name of District: _____

County: _____

Names of Professional Staff Members Elected to Committee:

Name (please print)	Signature	Position	Term Expires	Email		Chair
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Contact Person: _____

Phone: _____

Fax: _____

Email: _____

**COUNTY BOARD REVIEW FORM:
DISTRICT PROFESSIONAL DEVELOPMENT PLAN**

Date the Plan Received _____

Date the Plan Reviewed _____

Date the Plan Accepted _____

Date the Plan returned to district for revision _____

DISTRICT _____ COUNTY _____

	Completed		Comments
	Yes	No	
Section 1: District Profile A. District Profile Sheet B. Local Professional Development Committee Profile Sheet C. District's goals			
Section 2: Reflection on 2007-2008 Plan A. Summary of positive aspects of 2007-2008 Plan B. Challenges of 2007 - 2008 Plan C. Reflection on prior plan, its implementation and plans for next year			

USE OF THE FEEDBACK CONTINUUM IN DISTRICT PLAN REVIEW

The Feedback Continuum was designed to:

- Help all those involved in professional development to understand the characteristics of an acceptable local professional development plan;
- Help LPDCs develop a meaningful plan and gain an awareness of their own progress; and
- Provide a tool to help CPDBs to review and accept or reject local plans as well as providing feedback to district committees.

The Local Professional Development Plan Feedback Continuum is to be used as a tool in the review of all district professional development plans. Areas of weakness in the plan should be identified. District committees must correct the identified weakness areas of the continuum. Areas of strength should be recognized as a foundation for future growth. **CPDBs cannot create additional requirements beyond those outlined in the Feedback Continuum.**

The Feedback Continuum has been specifically designed to help county boards consider plans in a comprehensive rather than fragmented manner. Although there are three columns that designate that the plan is acceptable, each of these columns indicates a relative position on a continuum. District committees should strive to meet the “target” goal. It is unlikely that every district will be able to reach the target areas of the continuum. The column labeled REVISION(S) REQUIRED clearly indicates that some portion of the local plan needs additional attention. Should that be the case, the plan must be returned to the LPDC for revisions and then resubmitted to the CPDB for reconsideration. Only plans with one or more dimensions rated as requiring revision should be rejected by the CPDB with request for revisions and then resubmitted by the LPDC.

In using the Feedback Continuum, LPDCs should:

- Assess their 2008-09 plan approved in the last review process and design their 2009-10 plan to exhibit progress toward the target characteristics;
- Design a professional development plan that provides opportunities for innovative professional development experiences and is closely aligned with “target” characteristics.

In using the Feedback Continuum, CPDBs should:

- Keep the review process grounded in the philosophy of a continuum, reflecting continuous improvement;
- Provide feedback on weak and static areas, encouraging movement toward the target characteristics; and
- Design feedback for the LPDCs in the context of the CPDB’s role as supportive partner in the ongoing growth and innovation process.

The District Professional Development Plan FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable	Good	Target
Needs Assessment	<p>Only LPDC and administrators participate</p> <p>No evidence of recent needs assessment</p> <p>No data sources evident</p> <p>No relationship between needs assessment and student learning needs</p>	<p>Only LPDC, administrators, and teachers participate</p> <p>Only a single assessment strategy or needs assessment that is more than two years old</p> <p>Few data sources evident</p> <p>Only a minimum relationship between needs assessment and student learning needs</p>	<p>Only LPDC, administrators and school personnel participate</p> <p>Same assessment tools used with all stakeholders: needs assessment is current</p> <p>Some data sources evident</p> <p>Evidence of a relationship between needs assessment and enhanced student learning</p>	<p>Wide range of stakeholders participate</p> <p>Diverse assessment strategies tailored to diverse stakeholders: needs assessment is current and up to date</p> <p>Extensive data sources evident</p> <p>Strong relationship shown between needs assessment and enhanced student learning</p>
Comments				

The District Professional Development Plan FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable	Good	Target
Professional Development Vision and Goals	<p>No attention to enhanced student learning</p> <p>No reflection of professional development standards</p> <p>No reflection of Professional Teaching Standards</p> <p>No alignment with district and school needs</p> <p>No reference to Eight Key Elements of High Quality Professional Development for teachers</p> <p>No connection to NCLB definition of professional development</p>	<p>Some attention to enhanced student learning</p> <p>Some reflection of professional development standards</p> <p>Some reflection on Professional Teaching Standards</p> <p>Some alignment with district and school needs</p> <p>Some reference to Eight Key Elements of High Quality Professional Development for teachers</p> <p>Some connection to NCLB definition of professional development</p>	<p>Emphasis on enhanced student learning</p> <p>Reflection of professional development standards</p> <p>Reflection on Professional Teaching Standards</p> <p>Closely aligned with district and school needs</p> <p>Clear reference to Eight Key Elements of High Quality Professional Development for teachers</p> <p>Clear connection to NCLB definition of professional development</p>	<p>Emphasis on enhanced student learning</p> <p>Strong reflection of professional development standards</p> <p>Strong reflection on Professional Teaching Standards</p> <p>Obvious direct alignment with district and school needs</p> <p>Strong integration of Eight Key Elements of High Quality Professional Development for teachers</p> <p>Strongly delineated connection to NCLB definition of professional development</p>
Comments				
Professional	No activities reflect attention	Some activities reflect attention to:	Many activities reflect attention	All or most activities reflect

The District Professional Development Plan FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable	Good	Target
Development Opportunities	to: NJCCCS NJ Professional Development Standards NJ Professional Standards for Teachers District needs Collegial collaboration No activities built on results of needs assessment No activities are continuous, sustained and job embedded Activities in the plan only reflect opportunities for staff holding instructional certificates	NJCCCS NJ Professional Development Standards NJ Professional Standards for Teachers District needs Collegial collaboration Some activities built on results of needs assessment Some activities are continuous, sustained and job embedded Some activities reflect consideration for staff holding an educational services certificate/instructional certificate	to: NJCCCS NJ Professional Development Standards NJ Professional Standards for Teachers District needs Collegial collaboration Many activities built on results of needs assessment Many activities are continuous, sustained and job-embedded Activities reflect consideration for staff holding an educational services certificate/instructional certificates	attention to: NJCCCS NJ Professional Development Standards NJ Professional Standards for Teachers District needs Collegial collaboration All or most activities built on results of needs assessment All or most activities continuous, sustained and job embedded Activities provided for staff who hold an educational services certificate / instructional certificates
Comments				
Evaluation	No evidence of an evaluation plan for the PD program	Some evidence of evaluation plan; documentation limited to 1 or 2	Clear evidence of an evaluation plan with several measures that	Strong evidence of a comprehensive evaluation plan

The District Professional Development Plan FEEDBACK CONTINUUM

	Revision(s) Required	Acceptable	Good	Target
	<p>No reference to impact on teachers' content knowledge, classroom practice or enhanced student learning as a result of implementing the previous PD plan</p> <p>No evidence that the evaluation plan will provide useful data to assist LPDC in creating subsequent PD plans and no evaluation of specific PD activities</p>	<p>measures</p> <p>Some evidence of impact on teachers' content knowledge, classroom practice and enhanced student learning as a result of implementing the previous PD plan</p> <p>Some evidence that the evaluation plan will provide some useful data to help guide LPDC in creating subsequent PD plans and some evaluation of specific PD activities</p>	<p>give the LPDC some direction for future planning</p> <p>Evaluation focuses on the impact on teachers' content knowledge, classroom practice and enhanced student learning as a result of implementing the previous PD program</p> <p>Clear evidence that the evaluation plan will provide useful data to direct LPDC in creating subsequent PD plans and periodic evaluation of specific PD activities</p>	<p>with multiple measures that gives the LPDC clear direction for future planning</p> <p>Evaluation indicates continuous, sustained assessment of the impact on teachers' content knowledge, classroom practice and enhanced student learning as a result of implementing the previous PD program</p> <p>Strong evidence that the comprehensive evaluation plan will provide valuable data to clearly direct LPDC in creating subsequent PD plans and ongoing evaluation of specific PD activities</p>
Comments				

DISTRICT PROFESSIONAL DEVELOPMENT PLAN TIMELINE

Local Professional Development Plan Submission and Review Process (NOTE: There are four timeline scenarios provided.)

The timeline for submission of the 2009-2010 plans have been changed to meet the requirement in the regulation for the local board of education to review the plan prior to the plan's submission to the County Professional Development Board (CPDB). Local professional development plans must be submitted to your CPDB by February 16, 2009.

(Timeline 1: Both Parties Approve the Plan)

<u>Date</u>	<u>Activity</u>
January 2009	The Local Professional Development Committee (LPDC) submits the 2009–2010 Local Professional Development Plan to the local board of education for review.
February 16, 2009	The LPDC submits the 2009-2010 Local Professional Development Plan to the County Professional Development Board (CPDB) for approval and feedback. County boards send district plans back to LPDCs as soon as reviews have been completed.
April 1, 2009	Deadline for the CPDB to return the accepted local plan to the LPDC with feedback. <i><u>Note: If the CPDB rejects the district plan, <u>Timeline 2</u> will apply.</u></i>
April 10, 2009	The LPDC submits the local plan accepted by the CPDB to the local board of education (BOE) for review.
May 15, 2009	The district BOE informs the LPDC and CPDB of its decision to accept the district plan. <i><u>Note: If the district BOE rejects the plan, <u>Timeline 3</u> will apply.</u></i>
Last Friday in June June 26, 2009	The County Superintendent reports the acceptance of the local plan to the Commissioner of Education and reports on the status of the plans on alternate timelines. <i><u>Note: If the local plan is rejected by <u>both</u> the CPDB and the district BOE, <u>Timeline 4</u> will apply.</u></i>
September 2009	Information about the contents of the accepted local professional development plan should be made available to district staff, in writing.

The following chart provides the additional timeline scenarios if the county board or the board of education does not approve the plan.

	Timeline 2 CPDB Rejects Plan	Timeline 3 BOE Rejects Plan	Timeline 4 Both Reject Plan
January 2009	LPDC submits 2009-2010 Plan to local board of education	LPDC submits 2009-2010 Plan to local board of education	LPDC submits 2009-2010 Plan to local board of education
February 16, 2009	LPDC submits local plan to CPDB	LPDC submits local plan to CPDB	LPDC submits local plan to CPDB
April 1, 2009	CPDB has completed review and feedback of LPDC plans with feedback	CPDB has completed review and feedback of LPDC plans with feedback	CPDB has completed review and feedback of LPDC plans with feedback
April 15, 2009	LPDC submits revised plan to CPDB		LPDC submits revised plan to CPDB
April 30, 2009	CPDB returns accepted plan to LPDC		CPDB returns accepted plan to LPDC
May 15, 2009	The BOE informs the LPDC and CPDB of decision to accept plan	The BOE informs the LPDC and CPDB of decision to accept plan	The BOE informs the LPDC and CPDB of decision to accept plan
May 30, 2009		The LPDC submits the revised local plan to the BOE	The LPDC submits the revised local plan to the BOE
June 15, 2009		The BOE accepts the revised plan and notifies the LPDC and the CPDB	The BOE accepts the revised plan and notifies the LPDC and the CPDB
June 26, 2009	County Superintendent reports status of local plans to NJ DOE	County Superintendent reports status of local plans to NJ DOE	County Superintendent reports status of local plans to NJ DOE
September 2009	Local PD Plans are made available to district staff in writing	Local PD Plans are made available to district staff in writing	Local PD Plans are made available to district staff in writing

RESOURCES

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

All professional learning opportunities must be aligned with and support the following Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-15. The Professional Standards for Teachers (and indicators) are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>.

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support that their intellectual, social, emotional and physical development.

Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

Standard Five: Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

Standard Nine: Collaboration and Partnership

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well being.

Standard Ten: Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.