



## State of New Jersey

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

JON S. CORZINE  
*Governor*

LUCILLE E. DAVY  
*Commissioner*

Broadcast #3

October 13, 2009

TO: District Superintendents  
Charter School Leaders  
Nonpublic School Administrators

SUBJECT: 2010-2011 Professional Development Plans

TOTAL PAGES: 16

DISTRIBUTE TO: Professional Development Committee Chair  
Staff as appropriate

CONTACTS: Victoria Duff or Carol Albritton  
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**TO:** Chief School Administrators  
School Principals  
Charter School Lead Persons  
Nonpublic School Administrators  
State Agency Education Directors  
County Professional Development Board Chairs  
Local Professional Development Committee Chairs  
School Professional Development Committees

**FROM:** Willa Spicer, Deputy Commissioner  
Division of Educational Standards and Programs

**SUBJECT:** 2010-2011 Professional Development Plans

Please find attached a letter from the chair of the Professional Teaching Standards Board (PTSB) and guidance materials for the creation and review of the new school-level and district-level professional development plans that are required of all New Jersey districts and schools. The planning documents and templates will be available on the department's website at <http://www.nj.gov/education/profdev/pd/teacher/>.

The templates for the 2010-2011 plans have been newly developed, based on the current research on best practices in professional learning that supports student learning. The PTSB, drawing on the latest research in effective professional development in addition to extensive consultation with leaders in the field of teacher development, has designed professional development planning processes that can foster increased adult and student learning. When implemented well, the new professional learning paradigm for the 2010-2011 planning cycle ensures that student learning is directly connected to professional learning for teachers and education services personnel.

The online planning documents specifically address the plans' requirements and timelines. To assist school and district committees in developing their respective plans, the department will offer additional guidance in two informational webinars. The webinars, which may be experienced either "live" by up to 22 registered districts or as a downloaded recording after the live presentation, will be conducted as follows:

- 1) October 20, 2009 at 10:30 a.m. – 11:30 a.m.—Technical assistance on the **school-based** professional development plan
- 2) October 21, 2009 at 2 p.m. – 3 p.m.—Technical assistance on the **district-based** professional development plan

### **Participating in a Live Webinar**

You can participate in a live webinar by registering at <http://education.state.nj.us/events/>. Only one person per district may register. The webinars are first come, first served, with a limited capacity of 22 schools or 22 districts. Registration will open **October 13, 2009**. The registered participant must have a headset (earphones and microphone), and the computer used to access the webinar must have the appropriate software (see instructions when registering). Instructions on how to access the webinar will be sent to you upon receipt of your registration.

### **Viewing a Webinar Download**

The recorded webinars, including participants' questions and answers, will be available to download shortly after the live presentations. They may be accessed from the department's website at [www.nj.gov/education/profdev/pd/teacher/](http://www.nj.gov/education/profdev/pd/teacher/). Collective viewing of the webinars can be an excellent vehicle for stimulating discussion and collaboration around teaching and learning goals. Because only one computer can access the webinar, if arranging for a team viewing, you may want to project the image and audio to the audience. This can be done when viewing the live or downloaded version.

If you have questions or need additional assistance, please contact Victoria Duff or Carol Albritton in the Office of Professional Standards, Licensing and Higher Education Collaboration at 609-777-4810 or e-mail [teachpd@doe.state.nj.us](mailto:teachpd@doe.state.nj.us).

WS/CP/EAS/VBD/ K:\Duff\PD Letters\PTSB Packet-2009\_plans2010-11 (2).doc

#### Attachments

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



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School Professional Development Committee Chairs

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

**SUBJECT:** School and Local Professional Development Planning for 2010–2011

The Professional Teaching Standards Board (PTSB) is pleased to provide the School Professional Development Committees (SPDC) and Local Professional Development Committees (LPDC) and the County Professional Development Boards (CPDB) with the timelines and procedures for professional development planning and approval for the 2010–2011 school year. The guidance materials provide submission timelines, resources and procedures for the school and district plan submission to the local board of education and the County Professional Development Boards. The guidance materials along with additional professional development resources, including the webinars 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 and school administrators, teachers, and organizational members involved in the development and approval of professional development plans. County Professional Development Boards continue to report marked improvement in the variety and caliber of the professional development opportunities offered to educators. Teachers and administrators are more frequently engaged in school-based collaborative professional learning activities that support them in deepening their knowledge and skills in the areas of curriculum, assessment and instruction. The districts' commitment to changing the paradigm of professional development from one of disconnected offerings to one that focuses on student learning and improved classroom practice has begun to show benefits for increased student achievement.

During the current school year, all New Jersey schools and districts will begin to strategically plan for professional development in the 2010–2011 year. It is important that as the plans are developed and implemented, the focus remains on meaningful results for student learning and the plans are connected to the district’s and school’s goals and priorities. The planning process should contribute to district and school improvement efforts, support the development of collaborative structures that result in meaningful and actionable adult learning, and build the capacity of all staff to sustain and enhance targeted initiatives and programs. The planning templates are meant to generate deep conversations with all stakeholders on the specific actions needed to foster continuous improvement and to empower educators to take action to get the intended results.

Based on research of effective professional development practices, the PTSB developed a tool kit, in partnership 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, surveys and other tools to support collaborative learning opportunities for teachers. The LPDC and the SPDC will want to use the tool kit to support the development of the professional development plans. Teachers and administrators will want to use the tool kit to support the work of individual or collaborative learning activities. To access the tool kit, please e-mail [teachpd@doe.state.nj.us](mailto:teachpd@doe.state.nj.us).

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 or Carol Albritton in the Office of Professional Standards, Licensing and Higher Education Collaboration at 609-777-4810 or e-mail [teachpd@doe.state.nj.us](mailto:teachpd@doe.state.nj.us). Thank you, in advance, for your continued support of this effort.

PS/VBD  
Attachments

**GUIDANCE MATERIALS FOR  
ONLINE PLANNING DOCUMENTS:  
2010-2011 PROFESSIONAL  
DEVELOPMENT DISTRICT PLANS**

## **OVERVIEW**

The State Board of Education recently adopted new regulations that provide for school-level planning for teacher professional development so that new and promising job-embedded professional development practices, including professional learning communities, can take seed and grow within schools. The new regulations, firmly grounded in the National Staff Development Standards for Professional Development, call for school-level planning committees which focus on opportunities for learning teams within schools by grade level and content area.

It is the goal of these new regulations to shift the focus from district-level one shot in-service workshops to collaborative professional learning within schools. The new regulations create an important policy foundation for real reform of professional development practice in the field. Thoughtful professional development planning will support the regulations while allowing districts the flexibility to implement targeted professional learning opportunities that support student learning needs in their schools.

Stephanie Hirsh, Executive Director of the National Staff Development Council (NSDC), believes we must reinvent the culture in schools to support schools as learning organizations. At the core of this vision are teachers who are members of at least one learning team that meets at least one time per day for job-embedded learning. In these schools there is daily time for teachers to learn together utilizing purposeful, structured dialogue to: develop a deeper understanding of the core standards; create shared curricula, units, lessons and assessments; examine data on student progress for diagnostic purposes and determine learning strategies to facilitate future learning. Teacher teams working with their principals make use of research, web-based resources and outside experts to aid their work when needed. Other key professional learning activities such as coaching, peer observation and mentoring, support the work of learning teams and reinforce new practices in the classroom.

The guidance and online tools that follow are intended to assist the district and school in becoming a more effective learning organization for adults and students.

## **THE SCHOOL PROFESSIONAL DEVELOPMENT PLANNING PROCESS**

The Guidance Document for the School Professional Development Plan and the online school templates for planning and submission of the school plan to the LPDC can be accessed at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher). The Guidance Document provides the SPDC with information on each of the core elements of the plan, the questions that will guide the development of each section of the plan and the resources from the tool kit that can support the development of the plan. The questions are meant to promote discussion among the staff in the school to assist the SPDC in developing an initial plan for professional learning opportunities. These plans will be focused on (a) the learning needs of the students in the school and (b) the adult learning needs, specifically improving knowledge and skills in curriculum, assessment, and instruction. The planning templates also foster collaborative decision making and collective responsibility for the learning of all students.

The following are the core elements of the school-level plan that will need to be discussed and developed:

1. **Reflection:** a discussion of successful district or school professional development that impacts classroom practice;
2. **Needs Assessment:** a discussion of the school's definition of student achievement and the learning needs of the adults in the school focused on the definition and the identified student learning priorities;
3. **Professional Development Goals:** a discussion of the alignment of the professional development goals to the student learning goals in the school;
4. **Professional Development Opportunities:** a discussion of the supports and structures for professional learning that assist educators in supporting high levels of learning for all students;
5. **Professional Development Resources:** a discussion of the resources the school has in place that show the school values and nurture the adult learning processes; and
6. **Evaluation:** a discussion of how the school will monitor the school plan for impact on teacher practice and student achievement.

In addition the SPDC is asked to create a one-page summary of their plan for the LPDC to submit with their plan to the CPDB.

Much of the plan will be in narrative form guided by the questions in each section of the plan. As the SPDC works through the planning process, the committee should be in communication with the LPDC and the district to ensure the alignment of the professional development goals to district goals and priorities.

**Please note: A district consisting of one school will complete and submit the school-level plan to the County Professional Development Board and the district board of education.**

## **THE DISTRICT PROFESSIONAL DEVELOPMENT PLANNING PROCESS**

The Guidance Document for the District Professional Development Plan and the online school templates for planning and submission of the district plan to the County Professional Development Board can be accessed at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher). The Guidance Document provides the LPDC with information on each of the core elements of the plan, the questions that will guide the development of each section of the plan and the resources from the tool kit that can support the development of the plan. The questions are meant to promote discussion among the staff in central office and across the district to assist the LPDC in developing an initial plan for district professional learning opportunities. The plan will be focused on (a) the learning needs of the students in the school and (b) the adult learning needs, specifically improving knowledge and skills in curriculum, assessment, and instruction. The LPDC will specifically consider gaps across schools in adult learning opportunities based on district goals and commonalities in learning activities that the district might further support. Professional development planning in this manner is meant to foster collaborative decision making and collective responsibility for the learning of all students in the district.

The following are the core elements of the district-level plan that will need to be discussed and developed:

1. **Reflection:** a discussion of successful district or school professional development that impacts classroom practice;
2. **Needs Assessment:** a discussion of the commonalities within the schools' definitions of student achievement and the learning needs of the adults in the district focused on the commonalities and the identified district student learning goals;
3. **Professional Development Goals:** a discussion of the alignment of the professional development goals to the student learning goals in the district;
4. **Professional Development Opportunities:** a discussion of the supports and structures for professional learning that assist educators in supporting high levels of learning for all students;
5. **Professional Development Resources:** a discussion of the resources the district has in place that show the school values and nurture the adult learning processes; and
6. **Evaluation:** a discussion of how the district will monitor the school plan for impact on teacher practice and student achievement.

The district plan will include one-page summaries from each school that will be submitted by the school committee to the district committee. A copy of individual school plans will be kept at the district level for district monitoring and evaluation purposes.

Much of the plan will be in narrative form guided by the questions in each section of the plan. As the LPDC works through the planning process, the committee should be in communication with the SPDCs to ensure the alignment of the professional development goals to district goals and priorities and to provide schools with support and resources for writing their plans.

## **THE COUNTY PROFESSIONAL DEVELOPMENT BOARD RUBRIC**

The County Professional Development Board Rubric was designed to:

- Help all those involved in professional development to understand the characteristics of an acceptable school or district professional development plan;
- Help SPDCs and LPDCs to develop a meaningful and actionable 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 County Professional Development Board Rubric is to be used as the tool for the review of all district professional development plans. Areas of weakness in the plan should be identified with feedback on strengthening the weakness. District committees must correct the identified weakness areas of the continuum. Areas of strength should also be recognized as a foundation for future growth. **CPDBs cannot create additional requirements beyond those outlined in the County Professional Development Board Rubric.**

The Feedback Continuum has been specifically designed to help county boards consider plans in a comprehensive rather than fragmented manner. Although there are two 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 NEEDS REVISION(S) 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 County Professional Development Board Rubric, SPDCs should:**

- Use the rubric as a learning tool to develop the school professional development plan;
- Use the rubric as a self-assessment tool to ensure that high quality collaborative professional learning opportunities are beginning to be put in place in the school.

**In using the County Professional Development Board Rubric, LPDCs should:**

- Assess their 2009-10 plan approved in the last review process and design their 2010-11 plan to exhibit progress toward the new 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 County Professional Development Board Rubric, 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.

**NEW JERSEY PROFESSIONAL DEVELOPMENT STANDARDS FOR EDUCATORS**

The New Jersey Professional Development Standards for Educators, adapted from the National Staff Development Council Professional Development Standards, provide a roadmap for the development and implementation of high quality professional development for individuals, schools, and districts. These standards help planning teams to:

- Identify the organizational supports, or context, that schools and districts have in place to assure relevant, job-embedded, and sustained professional development is occurring;
- Provide the structures and design of professional learning, or processes, that assist educators in acquiring the knowledge and skills that will improve student learning outcomes; and
- Create opportunities to deepen the knowledge and skills, or content, that educators engage in to deepen student learning.

The standards can be accessed at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher). Additional standards resources, that include the standards rationales and articles on successful implementation of the standards, can be accessed at [www.nsd.org](http://www.nsd.org).

## **ROLES OF THE SPDC, LPDC, AND CPDB**

### **School Professional Development Committee (SPDC)**

During the 2009–2010 school year the SPDC will:

- Continue to learn about the elements of high quality professional learning as a collaborative team and apply that learning to the development of a school-based plan;
- Communicate needs and planning ideas to the LPDC to ensure alignment with district and school goals and priorities;
- Develop a professional development plan for the school using the guidance documents and planning templates;
- Seek input from all stakeholders in the school on all aspects of the plan, including the school definition of student achievement;
- Submit the final plan to the LPDC by January 31, 2010;
- Communicate the final plan to the school community and support the implementation of the plan; and
- Monitor the implementation and success of the plan in 2010–2011, making revisions, as necessary.

### **Local Professional Development Committee (LPDC)**

During the 2009–2010 school year the LPDC will:

- Continue to learn about the elements of high quality professional learning as a collaborative team and apply that learning to the development of a district plan;
- Work collaboratively with the SPDC on all aspects of planning;
- Communicate district professional development goals and planning ideas to the SPDC to ensure alignment with district goals and priorities;
- Develop a professional development plan for the district using the guidance documents and planning templates;
- Seek input from all stakeholders on all aspects of the plan;
- Submit the final plan for review to the board of education and to the CPDB by April 15, 2010;
- Communicate the final plan to the district and community and support the implementation of the plan; and
- Monitor the implementation and success of the plan in 2010–2011, making revisions, as necessary.

## **County Professional Development Board (CPDB)**

During the 2009–2010 school year, the CPDB will:

- Continue to build a foundational understanding of the elements of high quality professional development;
- Communicate with and provide resources to district professional development committees, as needed;
- Review and approve the district professional development plans and provide the PTSB with the following information about the county’s district professional development plans; and
- Provide the following information at the end of the approval process to the PTSB:
  - A copy of the minutes of county board meetings;
  - A completed plan log showing the status of your review of local plans and any actions taken to accept or reject plans; and
  - 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](mailto: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.

## **THE TIMELINE FOR PROFESSIONAL DEVELOPMENT PLANS**

As in previous years we are asking all committees to adhere to a timeline for plan development, submission, approval and implementation of school and district professional development plans. The following are key dates the committees will want to keep in mind as they are planning:

- January 31, 2010 – SPDC submits plan to the LPDC
- April 15, 2010 – LPDC submits board of education reviewed plan to CPDB;
- June 15, 2010 – CPDB provides feedback to LPDC

A detailed timeline with additional information for SPDC and LPDC members can be accessed at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher).

## **PROFESSIONAL LEARNING FOR TEACHERS – A GUIDANCE DOCUMENT**

This document provides guidance for teachers and their supervisors as individual teachers or teacher teams develop their annual Professional Development Plan (PDP, formerly PIP). The guidance assists teachers in aligning their professional learning to the needs of the students in their school and classrooms through the use of the Professional Standards for Teachers and the Professional Development Standards. It is important to note that all teachers will continue to align their PDP, created in collaboration with their supervisor, to district and school goals and that the PDP continues to be a living document so that teachers are able to modify their learning needs as they move through a cycle of continuous improvement.

In addition, the document identifies the many areas of professional development that “count” as hours as teachers meet the 100 hour requirement. Professional development opportunities should include a wide range of intensive supports, including but not limited to job-embedded team

learning, conferences, district in-services, and networking, to the adult learning needs identified in the PDP. The document can be accessed at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher).

### **MOVING INTO THE FIVE-YEAR CYCLE – SEPTEMBER 1, 2010**

All teachers will begin a new five-year cycle on September 1, 2010 that will end on August 31, 2015. This common cycle will allow individuals and districts to more closely monitor teachers as they meet the requirement to accrue 100 hours every five years. It will also support districts moving through the QSAC progress to more accurately report on the compliance of teachers in meeting the requirement.

In order to bring all districts into a single five-year cycle, teachers will back into the new cycle based on the guidance document for the Five-Year cycle which can be accessed at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher).

# **RESOURCES**

## **PLANNING DOCUMENTS**

available at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher)

- A Guidance Document for the School Professional Development Plan
- School Professional Development Plan Template (MSWord document for plan development which includes Profile Sheet and Sign-Off Sheet)
- A Guidance Document for the District Professional Development Plan
- District Professional Development Plan Template (MSWord document for plan development which includes Profile Sheet and Sign-Off Sheet)
- County Professional Development Board Rubric for Feedback to districts
- County Board Review Form (under development)
- School and District Professional Development Plan Timeline

## **RESOURCES**

available at [www.nj.gov/education/profdev/pd/teacher](http://www.nj.gov/education/profdev/pd/teacher)

- New Jersey Professional Teaching Standards
- New Jersey Professional Development Standards
- Professional Learning for Teachers – A Guidance Document (formerly “What Counts”)
- Common Language Document
- Moving into The Five-Year Cycle – September 1, 2010
- Webinars on Professional Development Planning and Collaborative Learning

## 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.

### **Standard Eleven: Professional Responsibility**

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.