



District Professional Development Plan

District Name	Superintendent Name	Plan Begin/End Dates
Long Branch	Michael Salvatore, Ph.D.	July 1, 2019-June 30, 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	To build teacher capacity in curriculum, assessment and instruction and support educators to continuously learn, innovate and improve what they do, the Long Branch School District will provide teachers with ongoing personalized professional learning opportunities by providing teachers with voice and choice and promoting the implementation of flexible learning environments.	Instructional Staff Administration	<ul style="list-style-type: none">• In Future Ready Schools, technology and digital learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age. (US DOE Office of Educational Technology 2016)• Results of a professional learning survey distributed to staff members in the district indicated that 94% of respondents identified personalized learning as a professional learning goal for their building/department (feedback from districtwide virtual PD day, January 2018)• According to the Future Ready Schools Readiness Report, our personalized learning score was 5 out of 10. A 5 indicates that the district is at the “Planning” level of readiness and we are working to achieve at the “Staging” level of readiness.



2	To increase student achievement and address the needs of diverse learners, the district will empower teachers to analyze data effectively and implement sound instructional practices consistently.	Instructional Staff	<ul style="list-style-type: none"> According to the 2015 Gates Foundation study, schools can increase student achievement and achieve higher levels of teacher effectiveness by empowering teachers through a shared and clear understanding of core instructional materials, leveraging several kinds of assessments to build profiles of student ability, informing instructional priorities through the use of data, leveraging research based methodology for intervention, and embracing the process with consistency. A commitment to professional learning in the area of data driven instruction to meet the needs of our diverse population will benefit teachers, students, administrators and the entire school community.
3	By 2021 all members of the Long Branch learning community (instructional and administrative staff) will be proficient in utilizing G Suite solutions that address their specific role in the school community (Google Classroom, sheets, docs, drive, calendar, forms, sites, and hangouts).	Administrative Staff Instructional Staff	<ul style="list-style-type: none"> Long Branch Public Schools has adopted Google's "G Suite" of applications. The tools it provides are used to provide learning opportunities for students and staff. Tools like Google Classroom and Google Drive provide a digital learning environment. When surveyed, 68% of respondents specifically requested training in one or more Google apps.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	Implement Job Embedded Professional Learning that will allow staff input as to their professional learning needs.	<ul style="list-style-type: none"> Teachers will work with peers to plan and execute lessons. Staff members will explore the use of unconferences (US DOE Office of Educational Technology, 2016).



	<p>Provide virtual professional learning opportunities and building upon the existing professional learning library.</p> <p>Refining PLC practices to promote voice and choice aligned to standards and data.</p>	<ul style="list-style-type: none"> Research on the use of EdCamps (unconferences) has shown that 85% of participants highly rate their experience. This enthusiasm generates interest and is the largest reason people site for attending. A weakness discussed in the research involves the occasional lack of participation by all in a session. (Carpenter, 2016)
2	Professional learning experiences to support personalized learning for students.	<ul style="list-style-type: none"> Peer learning walks, lesson study, action research Small Group Instruction throughout all content areas PLC meeting time to plan small group mini lessons
3	<p>Develop and deploy a digital learning platform for providing Google specific training.</p> <p>Provide blended learning opportunities for staff to engage in professional learning according to their preference (75% of respondents indicated they prefer a blended approach).</p>	<ul style="list-style-type: none"> Learners will be surveyed before and after training to allow them to self-assess their competencies in the various G Suite apps. EdTech Specialists will monitor and support learners through the digital learning environment and through in-person training.

3: PD Required by Statute or Regulation

State-mandated PD Activities	Audience	Offered
Reading Disabilities		
Reading Disabilities: Instruction on screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, for certain teaching staff members	<ul style="list-style-type: none"> General Education Teachers employed in K-3 Special Education and Basic Skills Teachers English as a Second Language Teachers Reading Specialists Learning Disabilities Teacher Consultants Speech-Language Specialists 	<ul style="list-style-type: none"> Conducted annually during October professional development day by contracted consultant or online Decoding Dyslexia training.
Prevention: Suicide, Substance Abuse, Harassment, Intimidtion and Bullying		
Suicide Prevention: All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an annual requirement for all teaching staff members, the district must ensure that it is made available annually to those who have not completed the requirement	<ul style="list-style-type: none"> Teaching Staff Members (Similar to "school staff," a member of the professional staff of any board of education who holds a valid and effective standard, provisional or emergency certificate, including teachers, 	<ul style="list-style-type: none"> Conducted annually during New Teacher Orientation and Staff Opening Day.



(e.g., new staff, staff who were absent during the last session)	administrators, school nurse, and school athletic trainer. <i>N.J.S.A. 18A:1-1.</i>)	
Harassment, Intimidation and Bullying: The district board of education is required to review the training needs of district staff for the effective implementation of the HIB policies, procedures, programs, and initiatives and to implement locally determined staff training programs.	<ul style="list-style-type: none"> • Public School Teachers • School Employees • Volunteers with student contact • Contracted service providers 	<ul style="list-style-type: none"> • Conducted at New Teacher Orientation in August, Staff Opening Day in September and scheduled staff meetings.
Recognition of Substance Abuse: In-service training program instruction for the identification of symptoms and behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse.	<ul style="list-style-type: none"> • Public School Instructional Teachers 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
School Safety, Security and Code of Student Conduct		
School Safety: In-service training program to enable employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education's plans procedures and mechanisms for school safety and security.	<ul style="list-style-type: none"> • District Employees 	<ul style="list-style-type: none"> • Conducted at New Teacher Orientation in August and on-going throughout the year for new staff.
Law Enforcement Operations: In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons and safety and the exchange of information regarding the practices of the education and law enforcement agencies.	<ul style="list-style-type: none"> • School Staff 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
Mandatory Gang Awareness Training for School Administrators: Administrators in their initial year of employment must attend a seminar developed by the Office of the	<ul style="list-style-type: none"> • School Administrators 	<ul style="list-style-type: none"> • Conducted annually during scheduled District Principal Leadership Network.



Attorney General and provided annually in each county on the topic of how to recognize signs of gang involvement or activity. A seminar of equivalent		
Code of Student Conduct: District boards of education provide all employees training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct in violation of the board of education's code of student conduct.	<ul style="list-style-type: none"> • District Employees 	<ul style="list-style-type: none"> • Conducted annually during Staff Opening Day in September.
Potentially Missing/Abused Children Reporting: Training on procedures for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities.	<ul style="list-style-type: none"> • Employees • Volunteers • Interns 	<ul style="list-style-type: none"> • Conducted annually during New Teacher Orientation and Staff Opening Day.
School Safety Teams: At least one PD opportunity in effective school climate improvement, practices, programs, or approaches.	<ul style="list-style-type: none"> • School Safety Team members (School safety team: school principal or designee, a teacher, an anti-bullying specialist, a parent of a current student, and any other discretionary members.) 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meeting.
School Safety Specialist: The superintendent in each school district must designate a school safety specialist. The school safety specialist must acquire certification through participating in the New Jersey School Safety Specialist Academy.	<ul style="list-style-type: none"> • The school administrator designated by the school district superintendent as the School Safety Specialist. Every school district must have a designated School Safety Specialist 	<ul style="list-style-type: none"> • Conducted by NJDOE and monitored by the Assistant Superintendent.
Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse: The chief school administrator must provide for the annual training of staff to prepare them to	<ul style="list-style-type: none"> • School Staff 	<ul style="list-style-type: none"> • Conducted annually during Staff Opening Day in September.



fulfill the reporting of weapons possession, violence, vandalism, alcohol, and drug abuse.		
Health		
Communicable Diseases: A medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease.	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
Use of Nebulizer: Certified school nurses or other persons authorized to administer asthma medication are required to receive training in airway management and on the use of nebulizers and inhalers consistent with nationally recognized standards.	<ul style="list-style-type: none"> • School Nurse 	<ul style="list-style-type: none"> • Conducted annually during scheduled nursing staff meetings.
Asthma: The Commissioner must assure that annual asthma education opportunities are made available for school physicians and all teaching staff. The NJ Pediatric and Adult Asthma Coalition produced education videos which support this requirement.	<ul style="list-style-type: none"> • Teaching Staff • Medical Inspectors • School Physicians 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
Diabetic Student Health Plan: Training by the school nurse in the care of students with diabetes.	<ul style="list-style-type: none"> • Appropriate staff members including staff working with school-sponsored programs outside of the regular school day, as provided in the individualized health care plan and the individualized emergency health care plan. 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings.
School Nurse Delegate for Glucagon: The school nurse or other qualified healthcare professional must train school district employees who volunteer to administer glucagon to a student with diabetes who is	<ul style="list-style-type: none"> • Appropriate staff - Volunteers designated by the school's assigned nurse to administer glucagon when that nurse is not physically present 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings.



experiencing severe hypoglycemia when the school nurse is not physically present.		
Training of Delegates for Epinephrine Administration: The certified school nurse in consultation with the board of education, or the chief school administrator of a nonpublic school, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building.	<ul style="list-style-type: none"> • Appropriate staff - 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings.
General Student Needs Recognition: Training in human growth and development; substance abuse and dependency; and human and intercultural relations; and formal inclusion into each endorsement holder's PD plan.	<ul style="list-style-type: none"> • School nurse endorsement holders 	<ul style="list-style-type: none"> • Conducted annually during scheduled nursing staff meetings.
Bloodborne Pathogens: Staff designated as at-risk of exposure under the district's Exposure Control Plan require training and schools must also identify students at risk of exposure due to occupational training programs and provide equivalent training.	<ul style="list-style-type: none"> • School Staff 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
Alcohol, Tobacco, and Other Drug Prevention and Intervention: District boards of education must ensure all education staff members receive in-service training in alcohol, tobacco, and other drug abuse prevention and intervention.	<ul style="list-style-type: none"> • Educational Staff Members 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
Career and Technical Education: Initial training on safety and health issues prior to working or participating in any career and technical education course or program.	<ul style="list-style-type: none"> • All new CTE staff and students 	<ul style="list-style-type: none"> • As needed as outlined by the CTE.



<p>CPR/AED Training Required³: All public and nonpublic schools must have individuals trained in CPR and AED use.</p>	<ul style="list-style-type: none"> • A designated staff member trained in CPR/AED must be present for athletic events or team practices • Every school must have at least 5 school employees certified in CPR/AED as part of their action plan for responding to a sudden cardiac event 	<ul style="list-style-type: none"> • As needed and as mandated by New Jersey Administrative Code.
<p>Lyme Disease: Training of all teachers who instruct students with Lyme disease which emphasizes the special needs and problems of students with the disease, in order to provide information about how best to teach those students.</p>	<ul style="list-style-type: none"> • Teachers of students with Lyme disease 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
<p style="text-align: center;">Interscholastic Athletics</p>		
<p>Interscholastic Athletic Head Injury Safety Training Program: School physicians, any person who coaches a public school district or nonpublic school interscholastic sport or cheerleading program, and an athletic trainer involved in a public or nonpublic school interscholastic sports program or cheerleading program are required to complete training in head injury prevention and management.</p>	<ul style="list-style-type: none"> • School Physicians • Athletic Trainers • Coaches 	<ul style="list-style-type: none"> • As needed and as mandated by New Jersey Administrative Code. • Annual distribution of fact sheet.
<p>School Physician Completion of Cardiac Assessment PD Module: A contract between a school district and a school physician shall include a statement of assurance that the school physician has completed the Student Athlete Cardiac Screening professional development module.</p>	<ul style="list-style-type: none"> • School Physicians 	<ul style="list-style-type: none"> • As needed and as mandated by New Jersey Administrative Code.
<p>Student-Athlete Cardiac Assessment Professional Development Module: A physician, advanced practice nurse, or</p>	<ul style="list-style-type: none"> • Physicians • Advanced Practice Nurses • Physician's Assistants 	<ul style="list-style-type: none"> • As needed and as mandated by New Jersey Administrative Code.



physician assistant who performs a student athlete's annual physical examination prior to the student's participation in a school sponsored interscholastic or intramural athletic team or squad must complete the Student-Athlete Cardiac Screening professional development module and certify on the Pre-participation Physical Evaluation form attesting to the completion of the module.		
Additional Topics		
Educator Evaluation: Training on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.	<ul style="list-style-type: none"> Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation 	<ul style="list-style-type: none"> Conducted annually during Staff Opening Day in September.
Ethics, Law, Governance, Harassment, Intimidation, and Bullying: A school leader shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training.	<ul style="list-style-type: none"> Active school leaders serving on a permanent or interim basis whose positions require possession of the supervisor, principal or chief school administrator endorsement 	<ul style="list-style-type: none"> Outlined in administrator PDPs.
Bilingual Education Inservice Training: District boards of education must develop a plan for inservice training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan must include instructional strategies to help ELLs	<ul style="list-style-type: none"> Bilingual and ESL teachers Mainstream teachers Administrators who supervise bilingual/ESL programs Administrators and any personnel who observe and evaluate teachers of ELLs 	<ul style="list-style-type: none"> Conducted annually by the NJDOE.



meet the CCCS and the WIDA English language development standards. All bilingual and ESL teachers must receive training in the use of the ESL curriculum.		
Equity and Affirmative Action: District boards of education must provide training for all school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.	<ul style="list-style-type: none"> • Certified/Non- certified staff 	<ul style="list-style-type: none"> • Conducted at New Teacher Orientation in August, Staff Opening Day in September and scheduled staff meetings.
Integrated Pest Management (IPM): The IPM coordinator must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school environment.	<ul style="list-style-type: none"> • School staff involved with implementation of IPM plan 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
Integrated Pest Management: The school and the Integrated Pest Management coordinator are responsible for educating the school community about potential pest problems and methods used to manage them.	<ul style="list-style-type: none"> • Teachers • Staff • Students • Parents/Guardians 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
Special Education Training: A district receiving IDEA assistance must identify in its special education plan the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services; insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and provide for joint training	<ul style="list-style-type: none"> • Professional and paraprofessional staff who provide special education, general education or related services 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings.



activities of parents and special education, related services and general education personnel.		
Preschool Training: A district receiving Early Childhood Program Aid shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.	<ul style="list-style-type: none"> • Early childhood education administrators, teachers and teacher assistants 	<ul style="list-style-type: none"> • Conducted throughout the year in the form of staff meetings, PLCs, virtual rounds, scheduled staff meetings or online.
Teacher Mentor Training: Mentors working with novice provisional teachers as part of the district mentoring program must complete a comprehensive mentor training program that includes, at a minimum, training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, CCCS, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice.	<ul style="list-style-type: none"> • Mentor teachers assigned to work 1-1 with novice provisional teachers 	<ul style="list-style-type: none"> • Conducted annually during the summer.
I&RS Referral: The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties.	<ul style="list-style-type: none"> • Staff members who identify learning, behavior and health difficulties through the I&RS process 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.
NJ SMART: The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its data query resources.	<ul style="list-style-type: none"> • Teachers • School administrators • Central office supervisors 	<ul style="list-style-type: none"> • Conducted annually during scheduled staff meetings or online.



4: Resources and Justification

Resources
<p>Goal 1:</p> <ul style="list-style-type: none">• Designated dates in which virtual professional learning will occur throughout the district• Refined infrastructure to support professional learning library• Full implementation of Frontline’s professional learning solution to catalog professional learning experiences• Protocols and procedures to support the implementation of flexible learning environments for instructional staff members <p>Goal 2:</p> <ul style="list-style-type: none">• Continued implementation of data warehousing through the LinkIt! Platform• Increase the number of learning walks throughout the district to support teachers with job embedded professional learning <p>Goal 3:</p> <ul style="list-style-type: none">• Continued support of the EdTech Specialist who offer job embedded professional learning to all members of the school learning community• Refined infrastructure to support use of Google Apps throughout the district
Justification
<p>The Long Branch School District is fully committed to being a Future Ready School District and for each of the schools to be also. As a result, professional learning must be flexible, on-going and aligned to all Future Ready initiatives. Furthermore, to address the diverse needs of 21st century learners within the district, professional learning is to resemble the types of learning experiences provided to the students.</p>

Signature:

Superintendent Signature

Date