



**NEPTUNE TOWNSHIP SCHOOL DISTRICT
OFFICE OF CURRICULUM, INSTRUCTION AND ASSESSMENT
2024 - 2025 PROFESSIONAL DEVELOPMENT PLAN**

District Name	Superintendent Name	Plan Begin/End Dates
NEPTUNE TOWNSHIP SCHOOL DISTRICT	DR. TAMI R. CRADER	JULY 2024 - JUNE 2025

Section 1: PROFESSIONAL LEARNING (PL) GOALS

PL Goal #	GOALS	IDENTIFIED GROUP	RATIONALE/SOURCES OF EVIDENCE
1	Continue to provide opportunities for collaborative and reflective practice that will enrich the skills and knowledge of novice (Years 1-4) teachers and staff as well as help to create a culture of continuous learning and ongoing professional growth for all staff members. (Aligned to New Jersey Professional Learning Standards - Professional Expertise; Learning Designs; Leadership)	New/Non-tenured Teachers Mentors Literacy Coach Instructional Coaches Professional Development Coordinator (stipend position) All new staff	<p>Sometimes, a college degree is not enough to prepare new teachers for the challenges inside and outside the classroom, leaving them wanting in knowledge and skills. Inadequately trained teachers can have a huge impact on students' performance, as achievement depends largely on the quality of instruction. Mentors can help new teachers improve teaching skills, increase resiliency, enhance communication skills, and boost self-confidence. The NTSD believes in a mentoring system that is a structured process of assistance and support for our novice teachers, and includes the active involvement and commitment of Neptune's seasoned professionals.</p> <p>Regulation updates require one-to-one mentoring that includes consistent, planned and in-person contact time between the mentor teacher and the novice provisional teacher holding a certificate of eligibility (CE) or a certificate of eligibility with advanced standing (CEAS). These changes aim to provide</p>

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			<p>critical individualized support to educators and provide local education agencies the best possible opportunity to retain novice provisional teachers and include the following:</p> <ul style="list-style-type: none"> • Non-tenured teachers in their first year of employment will be provided individualized support and activities based on the nontenured teacher's individual needs. • Weekly, in-person contact time for a minimum of 30 weeks. • Increased meeting frequency to twice per week for novice provisional teachers. The change will require the mentor teacher and novice provisional teacher to meet according to the following schedule: <ul style="list-style-type: none"> ○ Twice per week for the first four weeks for a novice provisional teacher holding a CEAS. ○ Twice per week for the first eight weeks for a novice provisional teacher holding a CE. <p>The combination of more consistent, regular contact time between the mentor and novice teacher, coupled with individualized support for novice teachers is intended to strengthen the support system for novice teachers.</p>

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2	<p>Strengthen the understanding of the most current NJSLS and continue the alignment of the curriculum to the NJSLS while making curriculum an active part of teaching and learning.</p> <p>Continue work towards proficiency of all students in NJSLS and support of an environment of academic challenge of all students, with a focus on student engagement. (Aligned to New Jersey Professional Learning Standards - Curriculum, Instruction & Assessment; Equity Drivers; Culture of Collaborative Inquiry)</p>	<p>District Administrators Central Office, Supervisors, Principals, Department Chairs</p> <p>Teachers Instructional Support Staff</p> <p>Instructional Coaches Literacy Coach Technology Specialist</p>	<p>Professional learning results in equitable and excellent opportunities/outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. (Learning Forward, 2022, NJ Professional Learning Standards 2023)</p> <p>With the adoption of new 2023 NJSLS for ELA and Mathematics, curricula are being updated and will be implemented during the 2024-2025 school year. A continuation of the work from the previous year will continue for the remaining 2020 NJSLS which include Science, Social Studies, Performing and Visual Arts, Comprehensive Health and Physical Education, World Languages, Computer Science and Design Thinking, Career Readiness, Life Literacies and Key Skills.</p>

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3	<p>Build capacity of staff's Assessment Literacy- to understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Aligned to NJ Professional Learning Standards - Curriculum, Instruction & Assessment; Evidence; Resources)</p> <p>With deficit based education, evaluation often equates to standardized test data. With asset-driven learning, the learner is evaluated by multiple formative and summative measures, including performance tasks and standardized tests.</p>	<p>District Administrators Central Office, Supervisors, Principals, Department Chairs</p> <p>Teachers Instructional Support Staff</p> <p>Instructional Coaches Literacy Coach Technology Specialist</p>	<p>Professional learning results in equitable and excellent opportunities/outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources. (Learning Forward, 2022, NJ Professional Learning Standards 2023)</p> <p>The goal is mastery of learning with an asset-driven approach to learning. Asset-driven learning encourages local and personalized design of learning — if aligned to the accepted academic standards; invites the learner's assets to drive the learning process; and facilitates a holistic evaluation process, which may include standardized testing. Doing so, asset-driven learning eliminates confusing the means (learning) with the ends (assessment of learning). (Reimagine Education, 2022)</p>

Section 2: PROFESSIONAL LEARNING ACTIVITIES

PL Goal #	INITIAL ACTIVITIES	FOLLOW-UP ACTIVITIES (As Appropriate)
1	<ul style="list-style-type: none"> • Provide New Teacher Handbook • New Teacher/Staff Orientation - August 12--15, 2024 • Weekly, in-person contact time for a minimum of 30 weeks. • Provide assistance in the performance of duties and adjustment to the challenges of teaching • Informal observations conducted by mentor (when possible) • Provide opportunities to observe highly effective teachers • Power Tools Reflective Practice 	<ul style="list-style-type: none"> • New Teacher Roundtables/Training • Additional break out sessions offered as appropriate for specific roles • Professional resources and PD opportunities will be offered by district admin
2	<ul style="list-style-type: none"> • Professional memberships and attendance at sessions specific to roles • Summer Admin Training Sessions • Monmouth County Curriculum Consortium (MC3) Membership - Supervisors/Directors • Curriculum Writing • Content/Role specific professional learning sessions • Job-embedded Professional Development <ul style="list-style-type: none"> ○ Literacy Coach ○ Instructional Coaches ○ PIRS (Preschool Intervention and Referral Specialist) ○ Tech Specialist • District P-12 Professional Development Committee • SciP Teams and District Evaluation Advisory Committee (DEAC) • Professional Learning Communities (PLCs) 	<ul style="list-style-type: none"> • Curriculum Writing Sessions • Summer Admin Training <ul style="list-style-type: none"> ○ July 9 - July 11, 2024 • District Professional Development Days <ul style="list-style-type: none"> ○ Tuesday, September 3, 2024 ○ Wednesday, September 4, 2024 ○ Monday, October 14, 2024 ○ Tuesday, November 5, 2024 ○ Monday, December 23, 2024 (Virtual PD Day option) ○ Tuesday, February 18, 2025 (Abbreviated Day for PD) • Professional Sharing and Turnkey of Sessions attended • Educator Evaluation System inclusive of reflection and feedback • Department meetings, PLCs and professional learning sessions • Grade Level PLCs for Grades 1-4 - Week of October 7-11, 2024 • MS and HS PLCs will meet regularly utilizing protocols <ul style="list-style-type: none"> ○ Analyzing data to identify student learning needs ○ Setting learning goals for their students

PL Goal #	INITIAL ACTIVITIES	FOLLOW-UP ACTIVITIES (As Appropriate)
	<ul style="list-style-type: none"> • Department/Grade Level Meetings • Vertical Articulation Sessions • Peer Observations (when possible) 	<ul style="list-style-type: none"> ○ Addressing student learning goals ○ Implementing new instructional strategies in their classrooms ○ Monitoring, assessing and adjusting practices
3	<ul style="list-style-type: none"> • Follow up activities to the Assessment Toolkit Modules • School Level Data Team Meetings • Intervention & Referral Services Sessions • Intro to IXL as an Intervention Tool • Link-it New Reporting Platform • Sheltered Instruction (SIOP Training)/Addressing the needs of Multilingual Learners 	<ul style="list-style-type: none"> • Summer Admin Training <ul style="list-style-type: none"> ○ July 9 - July 11, 2024 • District Professional Development Days <ul style="list-style-type: none"> ○ Tuesday, September 3, 2024 ○ Wednesday, September 4, 2024 ○ Monday, October 14, 2024 ○ Tuesday, November 5, 2024 ○ Monday, December 23, 2024 (Virtual PD Day option) ○ Tuesday, February 18, 2025 (Abbreviated Day for PD) • Professional Learning Community Times • Department and/or Faculty Meetings

Section 3: PD REQUIRED BY STATUTE OR REGULATION

STATE MANDATED PROFESSIONAL DEVELOPMENT
<p><u>For School Based Administrators (or those who provide building coverage)</u></p> <p>Educator Evaluation (Inclusive of NTSD Policy 3221-3224) - For Administrators/Observers</p> <p>Ethics, Law, Governance, Harassment, Intimidation, and Bullying - For Administrators</p> <p>Must remain up to date in terms of district policies including the prevention of harassment, intimidation and bullying</p> <p>Bilingual Education Inservice Training - Bilingual/ESL, Mainstream teachers, Administrators that observe ESL/Bilingual teachers</p> <p>Suicide Prevention (2 hours/5 years) - Required of all certified staff</p> <p>Recognition of Substance Abuse (Review/update annually) - Recommended</p> <p>School Safety (annually) - 60 days from hire and reviewed annually within the first 60 days of the school year</p> <p>Harassment, Intimidation, and Bullying</p>

STATE MANDATED PROFESSIONAL DEVELOPMENT

NTSD Policy 5512 (annually)

Prevention/School Culture/Programs - (2 hours per 5 years)- All Staff, Volunteers, Contracted Service Providers

Code of Student Conduct - All Employees annually

Inclusive of NTSD Policy and Regulation 5600

Prevention, Intervention, Remediation (Elementary, MS, HS)

Mandatory Gang Training for Administrators - first year of employment

I&RS Referral Process

Equity and Affirmative Action - (Including NTSD Policy 2260)

Potentially Missing/Abused Children (Inclusive of NTSD Policy 3159 & 4159) - Employees, Volunteers, Interns

Law Enforcement Operations (Inclusive of NTSD Policy 5612 & 5613, Memorandum of Agreement)

School Safety (School Climate) - School Safety Team members (Principal/designee, a teacher, anti-bullying specialist, parent, current student)

Electronic Violence and Vandalism Reporting System (EVVRS) - if applicable

NJSMART - Central Office Supervisors, School Administrators, Teachers (users)

Bloodborne Pathogens (annually) - All School Staff

Epilepsy and Seizure Disorder - All Staff

For Central Office Administrators

Educator Evaluation (Inclusive of NTSD Policy 3221-3224) - For Administrators/Observers

Ethics, Law, Governance, Harassment, Intimidation, and Bullying - For Administrators

Must remain up to date in terms of district policies including the prevention of harassment, intimidation and bullying

Bilingual Education Inservice Training - Bilingual/ESL, Mainstream teachers, Administrators that observe ESL/Bilingual teachers

Suicide Prevention (2 hours/5 years) - New Staff and as needed; 1 hour per year MS/HS; ½ hour annually Elementary (Required of all certified staff)

Recognition of Substance Abuse (Review/update annually) - Recommended

School Safety (annually) - 60 days from hire and reviewed annually within the first 60 days of the school year

Harassment, Intimidation, and Bullying

NTSD Policy 5512 (annually)

Prevention/School Culture/Programs - (2 hours per 5 years)- All Staff, Volunteers, Contracted Service Providers

Code of Student Conduct - All Employees annually

Inclusive of NTSD Policy and Regulation 5600

Prevention, Intervention, Remediation (Elementary, MS, HS)

Mandatory Gang Training for Administrators - first year of employment

I&RS Referral Process (formerly SSST)

Equity and Affirmative Action - (Including NTSD Policy 2260)

STATE MANDATED PROFESSIONAL DEVELOPMENT

Potentially Missing/Abused Children (Inclusive of NTSD Policy 3159 & 4159) - Employees, Volunteers, Interns
Law Enforcement Operations (Inclusive of NTSD Policy 5612 & 5613, Memorandum of Agreement)
School Safety (School Climate) - School Safety Team members (Principal/designee, a teacher, anti-bullying specialist, parent, current student)
Electronic Violence and Vandalism Reporting System (EVVRS) - if applicable
NJSMART - Central Office Supervisors, School Administrators, Teachers
Bloodborne Pathogens (annually) - All School Staff
Epilepsy and Seizure Disorder - All Staff
District School Safety Specialist - Must acquire certification through participation in the NJ School Safety Specialist Academy

For Teaching and/or Support Staff

Educator Evaluation Educator Evaluation (Inclusive of NTSD Policy 3221-3224, Danielson, Frontline/MLP) - For Teaching Staff (Support Staff included)
Reading Disabilities (2 hrs./year)- K-3 General Education Teachers, Reading Teachers, Special Education Teachers, ESL Teachers, Speech, LDTC (Support staff suggested)
Bilingual Education Inservice Training - Bilingual and ESL teachers, Mainstream teachers
Harassment, Intimidation, and Bullying
NTSD Policy 5512 (annually)
Prevention/School Culture/Programs - (2 hours per 5 years)- All Staff, Volunteers, Contracted Service Providers
Suicide Prevention (2 hours per 5 years) - New Staff and as needed; Elementary - ½ hour per year; MS and HS - 1 hour annually
School Safety (annually) - 60 days from hire and reviewed annually within the first 60 days of the school year
Law Enforcement Operations (Inclusive of NTSD Policy 5612 & 5613, Memorandum of Agreement)
Code of Student Conduct - All Employees annually
Inclusive of NTSD Policy and Regulation 5600
Prevention, Intervention, Remediation (Elementary, MS, HS)
School Safety (School Climate) - School Safety Team members (Principal/designee, a teacher, anti-bullying specialist, parent, current student)
Potentially Missing/Abused Children (Inclusive of NTSD Policy 3159 & 4159) - Employees, Volunteers, Interns
Epilepsy and Seizure Disorder - All Staff

Recognition of Substance Abuse (Review/update annually) - All Teachers (Support staff recommended)
I&RS Referral Process
504 Plans
Equity and Affirmative Action - (Including NTSD Policy 2260)
Bloodborne Pathogens (annually) - All School Staff

STATE MANDATED PROFESSIONAL DEVELOPMENT

Preschool Training - Teachers and support staff, if applicable to current position

Special Education Training - Teachers and support staff, if applicable to current position

Teacher Mentor Training - if applicable

School Nurses

Educator Evaluation Educator Evaluation (Inclusive of NTSD Policy 3221-3224, Danielson, Frontline/MLP) - For Teaching Staff (Support Staff included)

Harassment, Intimidation, and Bullying

NTSD Policy 5512 (annually)

Prevention/School Culture/Programs - (2 hours per 5 years)- All Staff, Volunteers, Contracted Service Providers

Suicide Prevention (2 hours per 5 years) - New Staff and as needed; Majority of the staff completed in 2017-2018 (Required of all certified staff)

School Safety (annually) - 60 days from hire and reviewed annually within the first 60 days of the school year

Law Enforcement Operations (Inclusive of NTSD Policy 5612 & 5613, Memorandum of Agreement)

Code of Student Conduct - All Employees annually

Inclusive of NTSD Policy and Regulation 5600

Prevention, Intervention, Remediation (Elementary, MS, HS)

Equity and Affirmative Action - (Including NTSD Policy 2260)

Potentially Missing/Abused Children (Inclusive of NTSD Policy 3159 & 4159) - Employees, Volunteers, Interns

Communicable Diseases

Use of Nebulizer

Asthma

Diabetic Student Health Plan

School Nurse Delegate for Glucagon

Epipen Delegates

General Student Needs Recognition

Bloodborne Pathogens

Alcohol, Tobacco and Other Drug Prevention and Intervention

Career and Technical Education - if applicable

CPR/AED

Lyme Disease

Recognition of Substance Abuse

Epilepsy and Seizure Disorder - All Staff

Health Concerns for Select Staff (to be determined based on students' needs while maintaining confidentiality)

STATE MANDATED PROFESSIONAL DEVELOPMENT

Communicable Diseases; Asthma; Diabetic Student Health Plan; School Nurse Delegate for Glucagon; Epipen Delegates; Alcohol, Tobacco and Other Drug Prevention and Intervention; Career and Technical Education; CPR/AED; Lyme Disease

Interscholastic Athletics - Additional trainings may be required by NJSIAA

Athletic Head Injury Safety Training Program - School Physician, Athletic Trainers, Coaches

Complete interscholastic athletic head injury safety training program

Distribute fact sheet annually to every student-athlete and parent/guardian of student athlete

School Physician Completion of Cardiac Assessment PD Module - School Physician

Student-Athlete Cardiac Assessment Professional Development Module - Physicians • Advanced Practice Nurses • Physician Assistants

Custodial/Maintenance Department - Additional trainings required by other departments

Integrated Pest Management

Blood borne Pathogens

Asbestos Awareness

Hazard Communication Standard (Right to Know)

Section 4: RESOURCES AND JUSTIFICATION

RESOURCES		
<p>Following another year of significant budget cuts, the structure of our job embedded professional learning is now supported by one elementary literacy coach and one technology specialist. Additionally the weekly elementary PLC has been eliminated due to the cut of the Related Arts teachers that provided instruction to the students while the classroom teachers were meeting. During the 2024-2025 school year, teachers will be offered 5 full and one abbreviated day for PD, with one designated as a virtual day addressing many of the state mandated sessions through the use of GCN. Through the use of grant money, we will be able to provide Sheltered Instruction training for content teachers of Multilingual Learners, and Wiley Blevins training for teachers in grades 1 and 2 during the summer. We will utilize full day grade level sessions in an effort to address the loss of our weekly elementary PLCs that were embedded into the school day. This will be done with the support of substitute teachers to provide class coverage.</p> <p>The CIA team worked collaboratively with building administrators to develop a budget aligned to district goals. Following the cut of our Professional Development Coordinator, the mentoring program was modified. Neptune’s New Teacher Academy will continue to take place in August and will be followed up with monthly after school sessions facilitated by various district administrators. The Assessment Design Toolkit provided by the New Jersey Department of Education was used initially for training and will continue to be a resource in terms of support. The 2023 NJSLs for ELA and Math, along with the crosswalks provided, are being used to update all of our ELA and Mathematics curricula.</p> <p>Frontline, formerly My Learning Plan, will continue to be the Professional Development Management and Evaluation System that allows us to plan, manage and track the various aspects of professional learning. Link-it will continue to be used for assessments, providing data quickly and efficiently, with the goal of converting that data into action plans, supporting the alignment to NJSLs and the monitoring of student growth.</p>		
JUSTIFICATION		
<p>Neptune Township School District’s professional learning plan is a result of input from various stakeholders, including a Professional Development Needs Assessment, and an analysis of qualitative and quantitative data gathered from available educator evaluation data, school-level plans, and data from school-, district-, and state level- academic performance. The Curriculum Steering Committee, the school based School Improvement Panels (ScIP) and the District Evaluation Advisory Council (DEAC) continue to work collaboratively to prioritize the learning needs of professional staff including but not limited to school and district leaders.</p>		

<u>Tami R. Crader, Ed.D.</u> Printed Name - Superintendent	 Signature - Superintendent	 Date
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