

**Mount Holly Board of Education  
PROFESSIONAL DAY SUMMARY REPORT**

**DATE:** \_\_\_\_\_ **STAFF MEMBER:** \_\_\_\_\_ **PRINCIPAL:** \_\_\_\_\_

*Your professional day request:*

\_\_\_\_\_ Has been approved. **Complete both sides of this form and return to the curriculum office & business office after workshop or conference attendance.**

*(PLEASE NOTE: This report must be submitted prior to receiving reimbursement.)*

\_\_\_\_\_ Has not been approved.

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**PROFESSIONAL DAY SUMMARY REPORT**

Workshop Title: \_\_\_\_\_

Workshop Date: \_\_\_\_\_ Number of Credited Prof. Dev. Hours: \_\_\_\_\_

Workshop Speaker: \_\_\_\_\_

If this workshop is a part of your individual professional development plan (PDP) for the current school year, a copy of this summary and a certificate of attendance should be kept in your personal file. Check with your principal as he/she may require additional documentation. The curriculum office only needs this summary.

**THIS COMPLETED SUMMARY SHOULD BE RETURNED TO THE CURRICULUM OFFICE.**

<p>Please write a description of the workshop you attended and include your evaluation of the topic, presentation, and speaker.</p>	<p>Please write a description as to how this professional development activity can impact your instruction in the classroom, the performance of students in your classes, and/or responsibilities as an educational professional.</p>
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NJ Professional Standards for Teachers	NJ Professional Standards for Teachers
<b>1. Learning Communities</b> – Organizes adults into learning communities whose goals result from clear, coherent, strategic planning, aligned with school and school district goals, that is embraced and supported by the school district’s governing body and by all levels of the school system.	<b>7. Design</b> – Applies knowledge about adult learning and change.
<b>2. Leadership</b> – Requires skillful school and school district leaders who develop a school culture of shared leadership that fosters continuous improvement, supported by intellectual and financial commitment.	<b>8. Learning</b> – Applies knowledge about learning and change.
<b>3. Resources</b> - Requires time and resources to support adult learning and collaboration.	<b>9. Collaboration</b> – Provides educators with the knowledge and skills to engage in collegial collaboration and learning that is job embedded and supported by sufficient time.
<b>4. Data Driven</b> - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.	<b>10. Equity</b> – Prepares educators to hold high expectations for the achievement of all students and to support their academic, social, emotional, and physical development in a safe, orderly, and supportive learning environment.
<b>5. Research-Based</b> – Informs teaching, learning, and leadership using the best available interpretations of relevant knowledge, including empirical research.	<b>11. Quality Teaching</b> – Deepens educators’ subject matter and pedagogical content knowledge, supports the use of research-based instructional strategies to assist students to meet and exceed the NJCCCS and prepares them to use various assessments to modify and improve instruction
<b>6. Evaluation</b> – Uses multiple sources of information to guide improvement and demonstrate its impact.	<b>12. Family Involvement</b> - Empowers educators with knowledge and skills to work effectively with family and community partners.

**Please evaluate your workshop or conference as it relates to each standard. If the standard and the workshop or conference do not relate, indicate by choosing N/A.**

NJ PROFESSIONAL STANDARDS FOR TEACHERS	To what degree did the workshop or conference relate to each professional standard for teachers?			
	To a large degree	Somewhat	Not at all	N/A
→ Learning Communities				
→ Leadership				
→ Resources				
→ Data Driven				
→ Research-Based				
→ Evaluation				
→ Design				
→ Learning				
→ Collaboration				
→ Equity				
→ Quality Teaching				
→ Family Involvement				