



Early Childhood Education Center Professional Development Plan (PDP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Hammonton	Early Childhood Education Center	Darla Salay	July 1, 2015/ June 30, 2016

1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	<ul style="list-style-type: none"> Promote long-term self regulation skills among students by learning about and implementing positive behavior supports and modifications (e.g. teacher modeling, peer modeling, logical / natural consequences) 	All	<ul style="list-style-type: none"> Evidence from formal and informal observations conducted by Administrators across all grade levels revealed that teachers need to build skills in classroom management and positive behavior techniques. Data analysis by ScIP/DEAC supports the need for professional development focused on classroom management practices: <ul style="list-style-type: none"> To cultivate a culture for learning To establish efficient classroom routines and procedures that minimize loss of instructional time
2	<ul style="list-style-type: none"> Contribute to researching, planning and executing school-wide events that support a culture which promotes a desire for learning among students and staff 	All	<ul style="list-style-type: none"> Instructional practices reviewed by the Administrative Staff through shared lesson plans and the classroom walk-through process revealed a need to cultivate a culture that promotes a love of learning. Noted as an area for improvement in the 2014- 2015 DEAC/ScIP Summary of Findings.
3	<ul style="list-style-type: none"> Enhance the ability of all teachers to develop, design and align lesson plans to include more effective questioning and discussion techniques that result in higher levels of intellectual engagement among students (i.e. Bloom's Taxonomy/HOTS) 	All	<ul style="list-style-type: none"> Evidence from walkthroughs and observations conducted by Administrators across all grade levels and reviewed by ScIP/DEAC revealed that teachers need to build skills in lesson planning that addresses critical thinking skills / higher-level activities aligned to Bloom's Taxonomy. Data from classroom observations support the need for professional development focused on lesson planning. Terminology related to Bloom's Taxonomy should be evidenced in teachers' lesson plans



2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Teachers will study the text “Rules in School,” outlining the teaching of discipline using the Responsive Classroom approach Administrators & Educators will establish clear expectations from the first day of school and use Interactive Modeling and supportive language to promote positive behavior. Update ECEC Handbook to include a Discipline Rubric/Protocol that outlines unacceptable behaviors and their respective consequences Allocate Professional Development time during early-year in-service sessions for training in the Responsive Classroom model. 	<ul style="list-style-type: none"> Ideas presented in the text “Rules in School” will be discussed in PLCs Administrators will provide follow-up support as needed for individual teachers/grade levels. PBS / Responsive Classroom Training will be provided for all staff as appropriate (including Cafeteria Aides, Para-Professionals, Bus Drivers, Custodians, Office Staff, Substitutes, Latch Key, Food Service) Follow- up support and/or training to be scheduled in subsequent Single Session Days Teachers can participate in the classroom visitation process to share effective instructional practices and classroom management techniques
2	<ul style="list-style-type: none"> Administrators and teachers will collaborate to plan school-wide events that promote a culture for learning and support the curriculum. 	<ul style="list-style-type: none"> All teachers will participate in a school-wide in-service on school climate / culture with a concentration on integration with the curriculum. PLCs meet to plan and coordinate school-wide events
3	<ul style="list-style-type: none"> Teachers will participate in district-sponsored curriculum writing. Grade level teams will collaborate to construct units incorporating differentiated learning activities and higher levels of student intellectual engagement / Blooms Taxonomy. Teachers will participate in peer-led workshops to collaborate on the creation of lesson plans that employ strategies to promote more effective higher-level questioning and discussion techniques. 	<ul style="list-style-type: none"> Additional professional development will be provided on an as-needed basis. Classroom visitations / informal peer observations will to continue to provide opportunities for meaningful dialogue and support for implementation of effective instructional practices.



3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	<ul style="list-style-type: none"> Text by Brady, Forton & Porter (2011). <i>Rules in School: Teaching Discipline in the Responsive Classroom</i> (2nd ed.). Turners Falls, MA: Northeast Foundation for Children, Inc. Administrators / colleagues to provide ongoing training. Time for teachers to participate in ongoing support and training sessions. 	<ul style="list-style-type: none"> Administrators to provide teachers with feedback and follow-up support. Additional support/training for struggling teachers.
2	<ul style="list-style-type: none"> Support materials to be provided by content supervisors or administrators. Common planning time for grade level teams to refine and align events with curriculum. 	<ul style="list-style-type: none"> Teacher walk-through surveys and teacher observations Discussions among staff members at faculty, grade level or department meetings. Feedback from in-service exit tickets to refine training and identify teacher learning needs.
3	<ul style="list-style-type: none"> Ensure teachers' access to needed supplemental materials. Administrators will provide all teachers with training/materials. Time for PLCs to meet Opportunities for teachers to participate in Classroom Visitations 	<ul style="list-style-type: none"> Teachers will track student progress and assess the effect of new teaching strategies and materials. Administrators may model lessons for teachers.



4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	TBD after review of teacher observations and walkthrough data.	TBD after review of teacher observations and walkthrough data.
2	TBD after review of teacher observations and walkthrough data.	TBD after review of teacher observations and walkthrough data.
3	TBD after review of teacher observations and walkthrough data.	TBD after review of teacher observations and walkthrough data.

Signature:

_____ **Principal Signature**

_____ **Date**