



Hammonton Public Schools

Role of the Supervisor



- Your first line in the chain of command
 - Assist you in becoming a successful teacher
-
- Conduct informal, formal, and cumulative evaluations
 - Conduct Dept. or Grade Level Meetings

District Administrators

Dr. C. Dan Blachford - Superintendent of Schools

Robin Chieco – Assistant Superintendent

Thomas Fischer – Supervisor of World Lang, ESL/BiL

John Lavell – Supervisor of Special Services

Tammy Leonard – Supervisor of Math and Science

Joseph Martino – Supervisor of Tech and Arts

Marni Parks – Supervisor of HPE/Athletic Director

Michael Ryan – Supervisor of Guidance and Nurses

Lewis Testa – Supervisor of Language Arts and Social Studies

Professional Development

- What counts
- Professional Day Form
- Professional Day Approval Package
- Professional Development Plans (PDP)

Forms in [Eduphoria](#)

Due October 14, 2016

- The Classroom Visitation Process
“Sharing Best Practices”

THE PROFESSIONAL TEACHER

- Always be on time and be where you are supposed to be.
- Dress appropriately!
- Start class promptly.
- Engage Students throughout the lesson-no down time!
- Have students remain in their seats until the bell rings for dismissal.
- Utilize progressive discipline.
- Don't ignore problems. Address them immediately.

Personal Lives v. Educator

- Can you be disciplined for????

➤ Social Networking

Published for all to see

Who do you “friend?”



➤ Emails

Who has your email address?

Who emails your school email address?

Who emails your personal email address?

SCHOOL EMAIL IS SCHOOL PROPERTY



Personal Lives v. Educator

- Can you be disciplined for????

➤ Text Messages

Who should have your cell number?

Inappropriate jokes

Inappropriate pictures

What starts out as innocent could turn into something more.....

A Moment in Time....

- Can ruin your career
- Can ruin your personal life

Always take a moment to think before sending the text message, facebook update, tweet, picture, forwarding that joke ...

Be Mindful of Behavior and Actions

- Repercussions for improper behavior with students and/or staff
 - Discipline (letter of reprimand, suspension)
 - “You’re FIRED” (tenure charges)
 - Loss of teaching license
 - Potential criminal charges
 - Punitive damages

Tips to Remember

- You are a role model and should act accordingly
- Always act professional
- Someone is always watching or listening
- When in doubt, ask for help
- What is inappropriate for students is inappropriate for you
- Remember your actions towards others could be considered harassing, intimidating or bullying

Affirmative Action

Affirmative Action Officers

- Robin Chieco

District Office 567-7000 x 382

- Lew Testa

Main Office at HMS 567-7007 x 287

Sexual Harassment

Sexual harassment is considered any “unwelcome behavior that interferes with” the life of the target.

It is “unsolicited and nonreciprocal.”

Any behavior of a sexual nature that provokes undesirable, uncomfortable feelings in a target can be considered harassment.

Repeated harassment is bullying.

Types of Sexual Harassment

- Quid pro quo “this for that” – change in grade or working condition in exchange for sexual favors.
- Hostile environment - sexual harassment interferes with schoolwork or working conditions, makes the target feel uncomfortable or unsafe, or prevents the target from participating in or benefiting from a program or activity.

Anti-Bullying Bill of Rights, P.L. 2010, Chapter 122

- The New Law intent is to strengthen standards for preventing, reporting, investigating, and responding to incidents of bullying and reduce the risk of suicide among students
- Effective September 2011

HIB Definition

“Harassment, intimidation or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonable perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, or on a school bus, or off school grounds, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students

HIB Definition

- Will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his person or damage to his property;
- Has the effect of insulting or demeaning any student or group of students; or
- Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

School District Staff Functions

- District Anti-Bullying Coordinator
 - Robin Chieco
- Anti-Bullying Specialist (each school)
 - ECEC – Debra Schmidt
 - WES – Debra Schmidt
 - HMS – Bill Kozak
 - HHS – Lauren Vassalotti

Reporting Procedures

- All acts of HIB reported verbally to principal on the same day of witness or receipt of information
- Principal must inform parents of all students involved in alleged incident
- Acts of HIB must be reported in writing to the principal within 2 school days

HHS Guidance Dept.

Linda Fiorentino - Office Manager

Kelly Longo - Secretary

Joseph R. Martino - Guidance Counselor

Cindy Pierce - Guidance Counselor

Michael Ryan – Supervisor

Nadine Ryan - Guidance Counselor

Evelyn Santiago - Guidance Counselor

Carey Speziali - Guidance Counselor

Lauren Vassalotti - Guidance Counselor

HMS Guidance Dept.

Arlene Rebarido - Secretary

Lisa DeKlerk - Guidance Counselor
Colleen Roccia - Guidance Counselor

WES & ECEC Guidance Dept.

Debra Schmidt - Guidance Counselor

Role of the Guidance Counselor

State Testing (PARCC)

College Board Testing (SAT, AP, PSAT)

Student Registration

Scheduling & Placement

Parent/Teacher Conferences

Future Planning

Conflict Resolution

504 Coordinator

Mentoring Process



Expectations
Requirements
Guidelines
Costs



A Challenging Profession

- 20% of new teachers leave profession during the first three years
- By the fifth year, that number increases to 50% in urban districts
- High turnover costs
- Whom will you lean on as you navigate your first year?

Who Must Be Mentored

- CEAS / Trad Rte
- CE / Alt Rte
- PTP
- RTC: 200 hrs

Roles and Responsibilities of the Mentor

- Support the novice in improving classroom practice
- Provide the novice with non-judgmental feedback
- Offer models of effective instructional practices and facilitate peer observations
- Support the novice in achieving goals
- Assist in diagnosing problems and implementing solutions
- Be an advocate for the profession
- Ensure submission of logs and activities checklists
- Maintain confidentiality

Creating Time

- Visits
- e-mails
- Phone calls
- Meet before or after school
- Have lunch together
- Meet outside of school
- Team / Dept meetings / Grade-Level Meetings
- Set a weekly day and time for meeting

Program Cost

- Traditional Route: \$550 for 30 weeks
- Alternate Route: \$450 + \$550 for 34 weeks total
- No NJDOE subsidies
- Payroll deduction
- RTC fees not included

Who Else Supports Me

- Administrators and/or Supervisors
- The Mentor Coordinator
- Veteran Teachers
- Dept Chairs / CICs
- Local Association (HEA/NJEA/SOS)
- Programs through Stockton's ETTC & Rowan's BTIC



Don't Forget

- Mandatory meeting Thurs, Sept 8
- Touch base with your mentor before first day of school



HEALTH
PHYSICAL EDUCATION
And ATHLETICS



HAMMONTON BLUE DEVILS

“Today I will do what
others won’t,
so tomorrow I can do
what others can’t”

<http://hammonton.rschooteams.com/>

Tomorrow your students
will do what others can't
Because.....


**You are all Hammonton
Blue**



Welcome!

What is a Walkthrough?

- An instructional snapshot of what is occurring in the classroom



- A non-evaluative tool used to collect data

What are we looking for?

- 3-part objectives and essential questions posted
- Strategies for differentiation
- Technology integration
- Formative assessment
- Student engagement
- Bloom's Taxonomy
- Current student work posted with feedback, rubrics, and exemplars
- Notebooks, journals, portfolios

Lesson Plans

- Submit electronically through Realtime lesson planner by Monday @ 9:00 am.
- ICR teaching teams have a professional responsibility to collaborate.

Lesson Plan Template 2016-2017

- 3-Part Objective
- Essential Question
- SIOP Language Objective
- Procedure/Activities
- Materials
- Assessment
- Closure
- CCSS or NJCCCS Standards - Use drop down menu to include standards in plans.

Lesson Plans

- Beginning class
 - Spark interest
 - Engage students
- 3-part objectives and essential questions
 - Post and discuss with students
 - Revisit during closure
- Learning Activities/ Procedures
 - Actively engage students
 - Infuse technology
 - Differentiate instruction
 - Incorporate writing strategies
 - Identify real world applications
- Closure
 - Review and discuss objective
 - Assess student learning

Teacher Observation

- First observation announced with preconference
- Post conference after all observations
- Conducted using the district observation rubric

Non-tenured Teachers

3 long observations

Tenured Teachers

2 long observations

Teacher Evaluation 2016-17

Tested Areas

**Teachers of Math and ELA
grades 4-8**

- 70% teacher practice score
- 20% one student growth objective score
- 10% median student growth percentile

Non-tested Areas

All other teachers

- 80% teacher practice score
- 20% average of two student growth objective scores

Student Growth Objectives

Must be:

- Specific and measurable academic goals that are aligned to state academic standards
- Based on student growth and/or achievement using available student data
- Developed by a teacher in consultation with his or her supervisor by October 14, 2016
- Approved and scored by a teacher's supervisor.

Suggestions:

- Use multiple measures of student growth and/or achievement.
- Incorporate existing assessments to limit excessive testing.
- Monitor student progress toward meeting objectives periodically throughout the year.
- [Hammonton SGO Site](#)

Understanding by Design (UbD)

- UbD is our framework for curriculum development and instructional design.

- [http://www.hammontonschools.org/
district-curriculum-2/](http://www.hammontonschools.org/district-curriculum-2/)

Understanding by Design (UbD)

UbD is a three-stage approach to planning curriculum.

- Stage I - ???
- Stage II - ???
- Stage III - ???

UbD - Stage 1

- **Planning is best done "backward" from the desired results – what all students are expected to learn.**
- **The focus is on "big ideas" – making sure that learning goals are framed in terms of essential questions and enduring understandings that guide students to understand the "big picture".**
- **Resist making a long indiscriminate list of possible goals that are in any way related to the unit topic. Identify only those standards, understandings, and questions that you plan to assess and teach.**

UbD - Stage 2

- After defining what students are expected to learn, specific performance tasks that will assess whether or not students have learned the content outlined in Stage 1 are listed.
- Assessing for understanding requires evidence of the student's ability to insightfully explain or interpret their learning and apply it (transfer) in new, varied, and realistic situations.

UbD - Stage 3

- Learning activities which provide opportunities and experiences for students to acquire, make meaning of, and transfer the content identified in Stage I.
- Understandings cannot be handed over; they have to be “constructed”.
- The teacher’s role expands from solely a “sage on the stage” to a facilitator of meaningful, student-centered learning activities.

Professional Learning Communities (PLC)

- **Educators committed to working together using processes of inquiry, problem solving and reflection upon their practice become a professional learning community (PLC).**
- **A PLC is a team or group of teams working interdependently to achieve a common goal for which all members hold themselves mutually accountable.**

Professional Learning Communities (PLC)

- **Teams are the fundamental building blocks of PLCs**
 - **A grade-level or department team**
 - **A content area team**
 - **Instructional Management Team (IMT) - HHS**
 - **ILT - HMS**
 - **Curriculum and Instruction Coordinator - WES and ECEC**
 - **Entire school - In certain contexts and under certain circumstances, a whole school can function as a PLC**

Teams and meeting times aren't...

- an additional prep period
- for personal business
- for contacting parents or students
- to grade papers
- to plan individually
- for gripes or war stories



Effective PLCs...

- **Meet regularly during scheduled time**
- **Monitor student progress using formative and summative data**
- **Have clear common curricular objects**
- **Analyses student work**
- **Collaboratively prepares and analyzes lessons**
- **Creates common assessments**
- **Assesses the effectiveness of different methods of instruction (and the use of resources)**
- **Communicates effectively**
- **Identifies needs for professional learning**

UbD and PLCs


- UbD reflects a “continuous improvement” approach to design and learning.
- PLC conversations occur when developing, delivering, reflecting on and revising a viable curriculum.
- Grade-level, content-area PLC teams collaborate to develop and continuously improve curriculum organized into UbD units of study.

Special Education

If a child can't learn the way we teach, we must teach in a way the child can learn

Special Education

**NJ Special Education Code
N.J.A.C. 6A:14**

A decorative flourish consisting of a horizontal line with a central diamond-shaped element and symmetrical, curved lines extending outwards.

IEP

An Individualized educational plan is

- designed to meet the unique educational needs of one child.
- tailored to the individual student's needs as identified by the evaluation process
- help teachers and related service providers understand the student's disability and how the disability affects the learning process
- describe how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively.

IEP Development

- Measurable Goals and Objectives Supplemental Support Services in the General Education Classroom
- Supplemental Supports and Services in the Special Education Classroom Program

LRE: Least Restrictive Environment

All student shall be considered for placement in the general education class with supplementary aids and services including, but not limited to, the following:

- Curricular or instructional modifications or specialized instructional strategies
- Assistive technology devices and services
- Teacher Aids
- Related services
- Integrated therapies
- Consultation services
- In class resource programs

P-8 Child Study Team

Current Office Locations

ECEC / WES / HMS

Enilda Cullis

Social Worker

Gabrielle Attanasi

LDTC

Stephanie Csakan

Psychologist

Bonnie Fanz

LDTC

William Kozak

Psychologist

Kara Bigler

Social Worker

Terri Cafiso

CST Secretary

9 - 12 Child Study Team Current Office Locations

HHS

Carrie Pasquarello

Michelle Coia

Jody Turner

Louise Henshaw

Barbara Ruberton

Social Worker

LDTTC

Social Worker

Psychologist

CST Secretary

Technology Department

Mr. J.C. Martino - Supervisor of Technology
1-609-567-7000 ext. 375

Mr. Steve Minchak - Technology Coordinator
1-609-567-7000 *ext. 369*

Mr. Brian Durar – HHS Systems Administrator
1-609-567-7000 ext. 171

Mr. Jeff Barbagallo – HMS Systems
Administrator
1-609-567-7007 ext. 292

Mrs. Sheryl Pavesi – WES/ECEC Systems
Administrator
1-609-567-7070

Technology Handout

Realtime – Student Information System - JC

Aesop – Substitute Placement System - JC

eBoards – Teacher Website - JC

Eduphoria – Observation System - JC

Email System - SM

Classroom Computer User Accounts - SM

A BETTER BEGINNING

*Don't be afraid to ask for
help!*

*We want you to be
successful and will do
everything we can to
assist you.*

Short Break

before

SIOP Training