



***Denville***

***Education***

***Association***

## **Denville Education Association Professional Development Plan (PDP) Guide**

The Denville Education Association is pleased to present you with this handbook for your professional development records. It contains information about developing a Professional Development Plan (PDP) formerly known as a Professional Improvement Plan (PIP), blank forms, samples of completed forms, state standards for professional development, and more.

Read over the information to become familiar with the requirements for a PDP, the local Professional Development Log, and the state requirement for 100 hours of Professional Development. Remember that in September, 2010 the clock for the 100 hours resets so all certificated employees will be on the same Five Year PD Cycle.

In addition to using this binder as a reference for completing your PDP and your professional development log, keep copies of all documentation (certificates of attendance, etc.) of professional development opportunities in which you participate. Your own personal copies of all information related to your observations, evaluations, certifications, etc. can also be kept in this binder.

If you need more information you can ask your mentor, your team colleagues, your association reps, or your supervising administrator.

**Welcome to Denville!!**

# Table of Contents

Professional Development Standards for NJ Educators	3
Professional Learning for Teachers	4
Guidance for Completing Denville PDP	8
PDP for Teachers (SAMPLE)	10
PDP for Teachers (BLANK)	12
Five Year PD Cycle	14
Professional Development Log (SAMPLE)	16
Professional Development Log (BLANK)	17
NJDOE What Counts?	18
Denville Professional Development Log Guidance	19
NJDOE Professional Development FAQ	20
NJ Professional Standards for Teachers	26

# Professional Development Standards For NJ Educators

## CONTEXT STANDARDS

*Context standards address where learning occurs — the organization, system, or culture — and the organization's responsibilities to ensure results for both adults and students.*

**1. Learning communities:** Professional Development that improves the learning of all students 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.

**2. Leadership:** Professional Development that improves the learning of all students 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.

**3. Resources:** Professional Development that improves the learning of all students requires time and resources to support adult learning and collaboration.

## PROCESS STANDARDS

*Process standards address how the system organizes learning opportunities to ensure adults acquire the knowledge, skills, and dispositions to affect student learning.*

**4. Data Driven:** Professional Development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**5. Research-based:** Professional Development that improves the learning of all students informs teaching, learning, and leadership using the best available interpretations of relevant knowledge, including empirical research.

**6. Evaluation:** Professional Development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**7. Design:** Professional Development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**8. Learning:** Professional Development that improves the learning of all students applies knowledge about adult learning and change.

**9. Collaboration:** Professional Development that improves the learning of all students provides educators with the knowledge and skills to engage in collegial collaboration and learning that is job-embedded and supported by sufficient time.

## CONTENT STANDARDS

*Content standards address what educators must understand and be able to apply to ensure students learn successfully.*

**10. Equity:** Professional Development that improves the learning of all students 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.

**11. Quality Teaching:** Professional Development that improves the learning of all students deepens educators' subject matter and pedagogical content

knowledge, supports the use of research-based instructional strategies to assist students to meet and exceed the New Jersey Core Curriculum Content Standards and prepares them to use various assessments to modify and improve instruction.

**12. Family Involvement:** Professional Development that improves the learning of all students empowers educators with knowledge and skills to work effectively with family and community partners.

Adapted from the National Staff Development Council Professional Development Standards. Adopted by the NJ Professional Teaching Standards Board (Teachers) and The NJ Professional Development Advisory Council (School Leaders).

# PROFESSIONAL LEARNING FOR TEACHERS

## A GUIDANCE PACKAGE FOR DEVELOPING THE ANNUAL PDP

### • OVERVIEW •

#### SECTION

#### 1

This guidance package is designed to assist teachers and their supervisors in crafting an individual professional development plan (PDP) that provides for sustained professional learning that supports teacher practice and student achievement. The document will help teachers and supervisors develop a professional development plan in light of our current knowledge of effective professional development. Research has shown that professional development experiences that are disconnected from a teacher's practice have little or no impact on teacher practice or student outcomes. Conversely, there is a great deal of evidence to suggest that schools that build professional communities of learners based on collective responsibility, shared practice and collaboration make tremendous gains in student achievement (Newman and Whelage, *Successful School Restructuring*, 1995; Sparks, *On Common Ground*, 2005; Louis and Marks, *American Journal of Education*, 1998; and Reeves, *On Common Ground*, 2005).

This guidance package includes several components:

- The New Jersey Professional Development Standards;
- The National Staff Development Council (NSDC) Definition of Professional Development; and
- The section entitled Developing an Effective Professional Development Plan (formerly "What Counts").

These components will assist teachers and their supervisors in setting goals for professional learning and selecting high quality professional development experiences for their individual PDP (formerly PIP). Additionally, it will assist in awarding hours for meeting the requirement. The PDP is a living document that allows teachers to revise their PDP based on learning needs. In the next section is a brief descriptor of each of these documents and how each can help in planning effective professional development activities.

### The New Jersey Professional Development Standards

New Jersey adopted the NSDC Professional Development Standards because they reflect the principles of best practice in professional learning and are grounded in the research on effective professional development. The standards address the three key components of effective professional learning: the process, or the "how to" for designing and taking part professional learning; the content, the actual knowledge and skills to be learned; and the context, or structural supports, that will ensure the learning is able to take place. These three strands help educators recognize that professional development is only effective when a thoughtful design process and an appropriate organizational context support meaningful content. Teachers and their supervisors will want to discuss goals and opportunities for professional development that focus on the learning needs of the students they teach. The professional development standards help frame the discussions and determine appropriate activities.

## SECTION

2

### The National Staff Development Council (NSDC) Definition of Professional Development:

The National Staff Development Council (NSDC) Definition of Professional Development:

The new NSDC Definition of Professional Development reflects current thinking on the most effective professional learning for teachers. This definition, adopted with minor modifications by the Professional Teaching Standards Board and NJEA, supports New Jersey's new emphasis on school-based planning and sees learning teams as the engine of professional learning. The definition describes how professional development should be implemented in schools through teams of educators who work together in a continuous cycle of improvement to support student achievement. Teachers and supervisors will want to consider professional development opportunities in light of this new definition which places great importance on site-based, team-based learning.

## SECTION

3

### Developing an Effective Professional Development Plan: Replacing "What Counts"

An effective professional development plan (PDP) is comprehensive; supports a teacher's continual learning; and is focused on improving a teacher's ability to improve student achievement. An effective PDP is also aligned with school and district goals and the New Jersey Professional Development Standards. To develop a comprehensive PDP, teachers and their supervisors should explore a variety of professional learning opportunities that will impact a teacher's classroom practices and are aligned with school/district improvement goals. The PDP needs to be structured to deepen a teacher's knowledge and enhance practice. The teacher in conjunction with his/her supervisor will want to consider team based professional learning opportunities as well as individual learning. The teacher and the supervisor should discuss the rationale for the plan to assure that it is in alignment with the New Jersey Professional Development Standards and agree upon the projected number of hours which will be devoted to such study.

A high quality PDP contains opportunities for a teacher that are district-provided professional learning opportunities, school-based team experiences as well as individual opportunities provided outside the district through universities or other professional development providers. Outside options could include, but are not limited to, formal courses, on-line offerings, conferences, workshops, seminars and institutes sponsored by professional associations, colleges and universities, district boards of education, training organizations or other entities.

When creating a PDP, teachers and their supervisors should discuss the kinds of professional learning that would deepen the practitioner's knowledge of content, pedagogy and social-emotional learning. Teachers and their supervisors should consider options that provide sustained, intensive, and collaborative team based opportunities so a teacher can benefit from learning with colleagues. Such professional learning may include, but is not limited to, professional learning communities that engage in planned, documented, learning opportunities, focused on student learning outcomes as part of school-based, district, or cross-district professional learning.

A teacher and his/her supervisor will also want to consider individual professional learning that supports student learning. This learning may include, but is not limited to, individual action research, sabbaticals, fellowships, internships, textbook review, portfolio development, and contributions to professional literature. To achieve an effective, comprehensive PDP, teachers and their supervisors should

## SECTION

### 3

consider professional learning that supports and/or enhances student learning such as grant writing, mentoring a pre-service or novice teacher, professional service on boards or committees, teaching a course or making presentations and developing curriculum.

In summary, the key to developing a high quality professional development plan is to focus on a continuous cycle of learning to improve the teacher's ability to meet the needs of students and the school/district goals. A teacher and a supervisor should collaborate to develop an effective PDP, including a variety of options to develop a relevant, meaningful plan. All professional learning activities designed by the teacher and supervisor that become part of the PDP and are documented count hour for hour. Professional development hours may also be attained/ accrued during the work day. The PDP is a living document that can be revisited and revised as needed.

## Special Situations

In this section, special situations are addressed with regard to fulfilling the 100 hour requirement.

All teachers will be on the same cycle beginning September 1, 2010 and ending August 31, 2015. Please see the attached description for accruing hours in the new cycle.

### Part-time Teachers

A part-time teacher is defined as one who is employed on a regular basis for the school year, but for less than the full school day or week. A part-time teacher is required to accrue 50 hours of professional development within each five-year cycle. If the part-time teacher moves to a full-time position, the teacher will continue the cycle by accruing hours as required of all full time teachers. For example a teacher who teaches the first two years as a part-time teacher and three years as a full-time teacher would be required to accrue 80 hours.

### Teachers on Leave

If the teacher is on leave in one year of the cycle for 5 months or less the teacher will need to accrue 10 hours for that year. If a teacher is on leave for 5 months or more the teacher will not need to accrue hours for that year in the five year cycle. A teacher on leave for one year or less has the option to accrue professional development hours if the teacher has a PDP (formerly PIP) for the school year.

### Novice Teachers and Teachers New to the District

Novice teachers and teachers who are new to the district must complete a PDP (formerly PIP) with the supervisor within the first 60 days of beginning work within the district. This PDP will guide the professional learning of the individual teacher for the year.

### Teachers Providing Trainings or Courses to Educators

Teachers who provide trainings or teach courses to other educators on topics aligned to their PDP may accrue additional hours for their preparation. A teacher will accrue two hours of preparation for every hour of delivery. For example a teacher who provides a five-hour training will accrue five hours for delivery and ten hours for preparation. A teacher may only accrue hours for the same course or training once in the five-year cycle.

### **Job-embedded Professional Learning**

Teachers who engage in documented team-based learning or trainings during the school day accrue hours to meet the requirement.

### **Validation of Professional Development Hours**

All teachers must continue to maintain their certificates or other appropriate documentation toward meeting the 100-hour requirement. Provider certificates will no longer need provider numbers. Documentation from conferences, trainings, and institutes must be in the form of a certificate, a sample of which can be found on the department website at [http://www.nj.gov/education/njpep/pd/provider/pd1\\_doc.pdf](http://www.nj.gov/education/njpep/pd/provider/pd1_doc.pdf). Documentation for team-based learning could be in the form of team logs, team journals or team minutes.

# Guidance for completing your Denville PDP

## What is a Professional Development Plan?

This is a personal plan which represents explicit learning goals for professional teaching staff members. It focuses on improving student learning as the overall goal. It balances the needs of the students with those of the school and the district. It provides structure for professional growth.

### Part I

This is where you will choose a professional standard or standards from the Professional Development Standards for NJ Educators. You may choose as many standards as you want. However, all SMART goals should be linked to district and/or school building objectives as they relate to your classroom.

### Part II

In this section you explain how your professional development goals support district and school objectives.

### Part III

#### A. Specific Goals:

Student's success is the driver of professional learning so the specific goal should be based on student achievement needs. Be specific about what will be accomplished.

#### B. Measurable:

This explains how your goal outcomes will be measured. For instance: "95% of my students will be proficient or higher on the Language Arts Literacy section of the NJASK 8 by May 2011".

#### C. Achievable:

List here activities the teacher will participate in to support the achievement of the goal.

#### D. Results Based:

Provide documentation of activities and dates to evaluate the progress of your PDP.

#### E. Time bound:

Set the timeline during which you will achieve your goals. Remember, your PDP is a dynamic document and as such can be modified or extended over more than one school year.



#### **Part IV**

This section provides guiding questions to help you determine which Professional Development standard will drive your PDP and which activities you might participate in to achieve your SMART goals.

#### **Part V**

In this section you and your supervisor sign off on your plan at the time it is developed.

#### **Part VI**

Progress towards your goal is certified when your supervisor signs off on your PDP at the end of your timeline.

**DENVILLE TOWNSHIP PUBLIC SCHOOLS**  
**SAMPLE Professional Development Plan (PDP) for Teachers**  
 Page 1 of 2

<b>Teacher:</b>	<b>Date:</b>
<b>School:</b>	<b>School Year:</b>

**Completing a Professional Development Plan**

The Professional Development Plan for Teachers should include the professional development standard(s) which your plan will address; linkages from individual goals to district, school, department or classroom improvement; individual/specific goal(s); intended outcomes; proposed activities; potential evidence; timelines and resources. Please refer to the following documents/website when completing your Professional Development Plan:

1. Professional Development Standards for NJ Educators:  
<http://www.state.nj.us/education/profdev/pd/teacher/pdstandards.pdf>
2. New Jersey Professional Standards for Teachers and School Leaders:  
<http://www.state.nj.us/education/profdev/profstand/standards.pdf>

**Part I: Selecting a Professional Development Standard(s)**

Based on a self assessment of the Professional Development Standards for NJ Educators and other sources the following standard(s) has been selected as the focus of my Professional Development Plan (PDP):

**11. Quality Teaching:** Professional Development that improves the learning of all students deepens educators' subject matter and pedagogical content knowledge, supports the use of research-based instructional strategies to assist students to meet and exceed the New Jersey Core Curriculum Content Standards and prepares them to use various assessments to modify and improve instruction.

**Part II: District/School/Department/Objective Linkages**

I will enhance my knowledge and skills, dispositions and performance relative to this standard(s) as it relates to district/school/department or classroom improvement needs in the following ways:

Incorporate math activities in my occupational lessons to assist students in meeting the math indicators on state assessments.

**Part III: Measurable SMART Goals**

The specific goals for my PDP and measurable outcomes are:

<p><b>A. <u>S</u>PECIFIC GOALS:</b>          Improve student achievement in mathematics on district assessments by incorporating mathematics activities in the occupational program.</p>	<p><b>B. <u>M</u>EASURABLE:</b>          There will be a 10% increase in my students passing scores on the math department pre- and post- assessments</p>
<p><b>C. <u>A</u>CHIEVABLE</b>           Ensure capacity exists to accomplish the goal through the following activities/benchmarks:</p>	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Administer a district developed pre-test in mathematics and review data addressing students needs based on data analysis.</li> <li>2. Create a minimum of 10 lessons using the Math model</li> <li>3. Demonstrate model lessons to Math department colleagues</li> <li>4. Administer post-test and review data</li> </ol>

<b>Teacher:</b>		<b>Page</b>
<b>D. RESULTS BASED</b>  Document my progress in enhancing my skills and knowledge, dispositions and performance with the following evidence and/or outcomes:	<b>Evidence/ Documentation:</b>  1. Lesson plans and mathematics activities 2. Minutes of meetings with Math department 3. Math Department pre- and post - assessment	
<b>E. TIMEBOUND</b>  Set the specific timeframe to complete the goal.	<b>Timeline:</b>  October 2010 – May 2011	<b>Benchmarks:</b>  Benchmarks developed by Math Department
<b>Part IV: My Plan - Guiding Questions:</b> For the purpose of developing your Professional Development Plan (PDP) the following guiding questions are provided to assist you in the process. <ul style="list-style-type: none"> <li>• What am I going to do to achieve my goals?</li> <li>• What are the initial steps to begin my plan?</li> <li>• What activities should I plan to achieve each of my goals?</li> <li>• What resources will I need?</li> <li>• How will I make the time to do what I plan?</li> <li>• What evidence will I collect to demonstrate fulfillment of my plan and achievement of my professional development goals?</li> <li>• How will I organize my evidence?</li> <li>• What are my timelines for professional development activities and outcomes (short and long-term)?</li> </ul>		
<b>Part V: This Professional Development Plan was mutually developed and agreed upon by:</b>		
<b>Teacher Signature:</b>	<b>Date:</b>	
<b>Principal Signature:</b>	<b>Date:</b>	

**Part VI: Progress:**

\_\_\_\_\_

**Name of Teacher**

\_\_\_\_\_ has made acceptable progress in completing the Professional Development Plan (PDP).

\_\_\_\_\_ has not made acceptable progress in completing the Professional Development Plan (PDP) and therefore amended timelines and benchmarks will be incorporated in next school year's PDP along with new identified standards, goals, and activities.

\_\_\_\_\_

**Principal/Supervisor Signature**

**DENVILLE TOWNSHIP PUBLIC SCHOOLS**  
**Professional Development Plan (PDP) for Teachers**  
**Page 1 of 2**

<b>Teacher:</b>	<b>Date:</b>
<b>School:</b>	<b>School Year:</b>
<b>Completing a Professional Development Plan</b>	
<p>The Professional Development Plan for Teachers should include the professional development standard(s) which your plan will address; linkages from individual goals to district, school, department or classroom improvement; individual/specific goal(s); intended outcomes; proposed activities; potential evidence; timelines and resources. Please refer to the following documents/website when completing your Professional Development Plan:</p> <p>3. Professional Development Standards for NJ Educators:  <a href="http://www.state.nj.us/education/profdev/pd/teacher/pdstandards.pdf">http://www.state.nj.us/education/profdev/pd/teacher/pdstandards.pdf</a></p> <p>4. New Jersey Professional Standards for Teachers and School Leaders:  <a href="http://www.state.nj.us/education/profdev/profstand/standards.pdf">http://www.state.nj.us/education/profdev/profstand/standards.pdf</a></p>	
<b>Part I: Selecting a Professional Development Standard(s)</b>	
<p>Based on a self assessment of the Professional Development Standards for NJ Educators and other sources the following standard(s) has been selected as the focus of my Professional Development Plan (PDP):</p>	
<b>Part II: District/School/Department/Objective Linkages</b>	
<p>I will enhance my knowledge and skills, dispositions and performance relative to this standard(s) as it relates to district/school/department or classroom improvement needs in the following ways:</p>	
<b>Part III: Measurable SMART Goals</b>	
<p>The specific goals for my PDP and measurable outcomes are:</p>	
<b>A. <u>S</u>PECIFIC GOALS:</b>	<b>B. <u>M</u>EASURABLE:</b>
<b>C. <u>A</u>CHIEVABLE</b>	<b>Activities:</b>
<p>Ensure capacity exists to accomplish the goal through the following activities/benchmarks:</p>	

**D RESULTS BASED**

Document my progress in enhancing my skills and knowledge, dispositions and performance with the following evidence and/or outcomes:

**Evidence/ Documentation:**

**D. TIMEBOUND**

Set a specific timeframe to complete the goal.

**Timeline:**

**Benchmarks:**

**Part IV: My Plan - Guiding Questions:**

For the purpose of developing your Professional Development Plan (PDP) the following guiding questions are provided to assist you in the process.

- What am I going to do to achieve my goals?
- What are the initial steps to begin my plan?
- What activities should I plan to achieve each of my goals?
- What resources will I need?
- How will I make the time to do what I plan?
- What evidence will I collect to demonstrate fulfillment of my plan and achievement of my professional development goals?
- How will I organize my evidence?
- What are my timelines for professional development activities and outcomes (short and long-term)?

**Part V: This Professional Development Plan was mutually developed and agreed upon by:**

Teacher Signature:

Date:

Principal Signature:

Date:

**Part VI: Progress:**

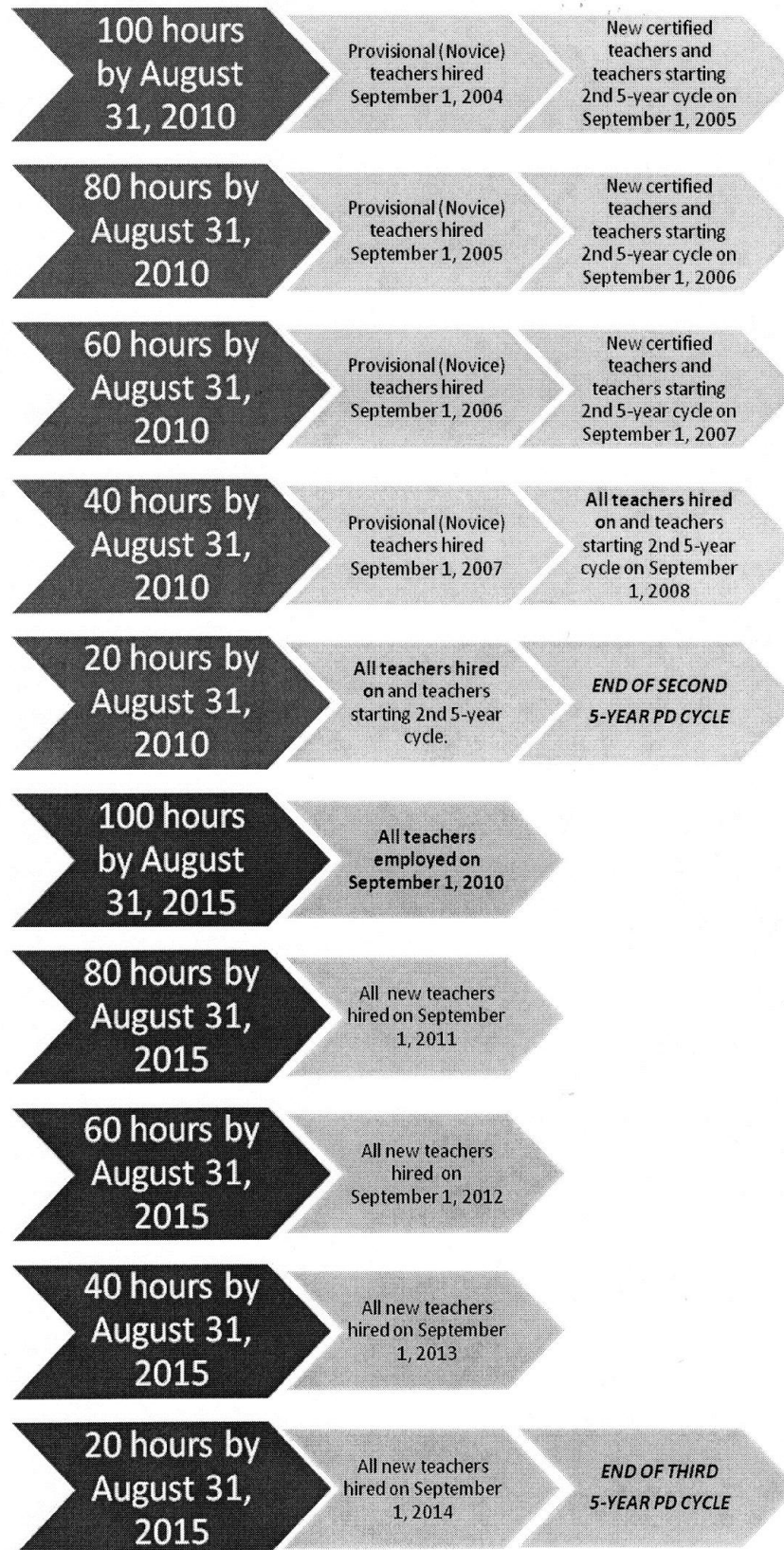
\_\_\_\_\_ **Name of Teacher**

\_\_\_\_\_ has made acceptable progress in completing the Professional Development Plan (PDP).

\_\_\_\_\_ has not made acceptable progress in completing the Professional Development Plan (PDP) and therefore amended timelines and benchmarks will be incorporated in next school year's PDP along with new identified standards, goals, and activities.

\_\_\_\_\_ **Principal/Supervisor Signature**

## Moving into the Same Five Year PD Cycle by September 1, 2010



## Moving into the Same Five Year PD Cycle by September 1, 2010

### **Teachers on Leave**

A teacher on leave for less than one year has the option to stop the professional development clock or to accrue professional development hours if the teacher has a written and approved PDP for the school year.

A teacher on leave, during any given school year, who has opted to stop the professional development clock, and whose leave is:

- **3 to 5 months** will deduct 10 professional development hours from the 100 hour requirement.
  
- **6 to 10 months** will deduct 20 professional development hours from the 100 hour requirement.
  - In a five year cycle, a teacher is on a 4 month leave of absence from a district. At the end of the 5 year cycle the teacher will be responsible for 90 professional development hours, (100 hours - 10 hours = 90 total required hours).
  
  - or
  - In a five year cycle, a teacher is on a 7 month leave of absence from the district. At the end of the 5 year cycle the teacher will be responsible for 80 professional development hours (100 hours - 20 hours = 80 total required hours).

**PROFESSIONAL DEVELOPMENT PLAN  
RECORD OF PROFESSIONAL DEVELOPMENT HOURS**

**SAMPLE  
2010-2011**

Teacher: \_\_\_\_\_

District: Denville

**ANNUAL REVIEW: (attach relevant documentation where applicable)**

ACTIVITIES	DATES	# HOURS	DOCUMENTATION
District In Service: <ul style="list-style-type: none"> <li>• Internet Safety</li> <li>• Equity Training</li> <li>• Blood Pathogens</li> <li>• Technology</li> <li>• IEP Review</li> </ul>	Sept 1-2, 2010	10	Sign-in sheets, log entry Principal's signature _____

Total number of hours completed \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

- A copy of this form shall be kept in the staff member's personnel file.
- Participation in district professional development activities which are a part of the approved district professional development plan must be recorded on this form.



**PROFESSIONAL DEVELOPMENT PLAN  
 RECORD OF PROFESSIONAL DEVELOPMENT HOURS  
 2010-2011**

Teacher: \_\_\_\_\_

District: Denville

**ANNUAL REVIEW: (attach relevant documentation where applicable)**

ACTIVITIES	DATES	# HOURS	DOCUMENTATION

Total number of hours completed \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

- A copy of this form shall be kept in the staff member's personnel file.
- Participation in district professional development activities which are a part of the approved district professional development plan must be recorded on this form.

# NJ DOE WHAT COUNTS?

Allowable hours for designated professional development activities, as per NJ DOE:

1. Courses, seminars, etc. necessary for license/certificate maintenance
2. Formal courses, conferences, conventions, workshops, etc.
3. Activities related to curriculum writing that focus on NJCCCS's
4. Activities that serve the profession such as:
  - a) Grant Writing
  - b) Mentoring - 1 hour per week of supervision (30 weeks/year)
  - c) \*Service on boards/committees (10 hours max/year regardless of how many committees on which you served)
  - d) \*Teaching a course - 5 hours presentation/10 hours preparation for each *individual* course. (2 hrs prep for each hour delivery) Each course shall count only once in the 5-year cycle
5. Independent professional studies - hours co-determined by supervisor and individual (Ex: Professional Learning Communities, Action Research, book studies, etc.).

\* **“c” and “d” combined may not exceed 75 of the 100 hours**

## Denville Schools Guidance for Recording Professional Development

A teacher may typically participate in one or more of the following activities, any combination of which should meet or exceed 20 professional development hours per year. Activities may include but are not limited to:

<b>Suggested Activity</b>	<b>Hours Accrued</b>
A. District sponsored staff development days	Hour for hour
B. Curriculum revision committee*	10 hours max/year
C. Mentoring	1 hour per week (30 weeks)
D. Textbook review committee*	10 hours max/year
E. 3 credit graduate level course	45 hours
F. Standing committee that meets regularly*	10 hours max per year
G. Conferences/convention sessions	Hour for hour
H. Student teacher	15 hours per year
I. Team meetings (Meeting must function as a true PLC and include an agenda, be content driven and focus on curriculum. Activities can include book study, disaggregating data, development and discussion of benchmarks, action planning, or SMART goals.)	10 hours per year
J. Independent professional studies (i.e. action research, PLC, content initiatives)	Determined with supervisor
K. Presenting a workshop (a presentation may be counted only once in each five year cycle)	2 hours prep for every hour of delivery
L. Out of district professional development by approved providers (Celebration of Teaching and Learning, ERIC, ETTC, NJDOE, etc.)	Hour for hour

**\*Max 10 hours/year regardless of how many committees on which you serve**

Using the above guide, a teacher may construct a 5-year strategic plan that would result in a selection of activities that would accrue 100 hours (or more) of professional development opportunities during the five year PD cycle. Hourly maximums and inclusion in the PDP are self-regulating conditions that require diversity and accountability. Certificate of attendance or other documentation (agenda, sign in sheet, time sheet, etc.) must be attached to your log. Activities included in your PD log should relate back to your PDP. Supervisors will expect to see evidence of professional development cited in your PDP and teachers must be prepared to demonstrate such development in the classroom.



## Frequently Asked Questions About Professional Development Program

### PROFESSIONAL DEVELOPMENT REQUIREMENT ISSUES

1. **Q. When was the PIP renamed the PDP?**

A. The Professional Improvement Plan (PIP) was renamed the Professional Development Plan (PDP) when the New Jersey Board of Education adopted *N.J.A.C. 6A:9-15* in January, 2008. The change is in name only.

2. **Q. Who needs to fulfill the requirement of 100 hours of approved professional development every five years?**

A. The code specifies in *N.J.A.C. 6a:9-15.1(b)* that the rules affect all active teaching staff members whose positions require possession of the instructional or educational services licenses.

3. **Q. Which body has the higher authority – a county professional development board or the local board of education?**

A. The regulations are clear on this. The local district committee's plan goes first to the local board of education for approval. Once reviewed by the local board, it goes to the County Professional Development Board for approval and then back to the local board of education for final district approval. If the local board does not approve the district professional development plan, the plan then goes back to the local professional development committee for revision and then once again to the county board and the district board of education for approval. The local board of education has the final approval.

4. **Q. Is a teacher required to fulfill this professional development requirement when not actively working as a teacher?**

A. No. The professional development requirement is only for active teachers. If a teacher has been on leave, as soon as that individual resumes teaching, the 100-hour professional development requirement commences.

5. **Q. Why not expand the membership of district professional development committees so there could be input from more staff and other stakeholders? Why not involve colleges?**

A. The regulations specify that there be one district professional development committee comprising four teachers and two administrators. However, the district committee will want to seek input through school-level committees, as well as from other stakeholders, including higher education representatives. The regulations require that the district committee work closely with the superintendent and seek input from parents and the community. However, according to the regulations, the local district committee has the ultimate responsibility for developing the final plan that is submitted to the county board. It should also be pointed out that higher education does have representation on the state-level Professional Teaching Standards Board, as well as the county professional development boards

**6. Q. Why not put in the regulations the possible penalties a teacher will incur if he/she does not fulfill the requirement?**

**A.** Based on the support of this initiative by teachers, it is projected that only a few teachers will not complete the 100 hours. Administrators will need to use flexibility to determine the appropriate form of remedial action needed if a teacher does not fulfill the requirement based on a case-by-case review of the individual situations and the progressive supervisory policies of the district.

**7. Q. What areas will be acceptable as mandated professional development areas?**

**A.** The Professional Teaching Standards Board (PTSB) has developed professional development standards approved by the Commissioner that will be used to approve/disapprove all professional development programs. The regulations specify that the professional development standards will emphasize, but not be limited to, the Core Curriculum Content Standards. The PTSB has also developed and the Commissioner has approved a framework that describes what counts for professional development. Such information is contained in the section entitled "A Framework for What Counts?" available on the DOE Web site.

**8. Q. What is the Department of Education's official position with regard to half-day in-service activities?**

**A.** The regulations call for 100 clock hours over five years for teachers and educational service personnel. The district determines the structure of local professional development programs. Districts will need to determine their own in-service calendars and hours per day based on their specific needs and contractual agreements. There is no state prohibition of half-day in-service programs. If in-service programs are approved, they count hour for hour.

**9. Q. Will those education services personnel (e.g. registered nurses, etc.) who must already do continuing education for another license have to do this additional 100 hours or will other continuing education count?**

**A.** Offerings used to fulfill a professional's other licensure requirements will meet the approved professional development standards set forth in the new continuing education regulations.

**10. Q. Are speech therapists, occupational therapists and physical therapists included in the 100-hours requirement?**

**A.** Yes. All licensed teachers and educational services personnel who work in a school district or a nonpublic school requiring licensure are included in the Professional Development for Teachers regulations.

**11. Q. How does this requirement apply to part-time teachers?**

**A.** A part-time teacher is required to accrue 50 hours of professional development within each five-year cycle. A part-time teacher is defined as one who is employed on a regular basis for the school year, but for less than the full school day or week.

In cases where teachers move back and forth between full- and part-time employment within those five years, the following formula applies: The formula is the calculation of part-time work added to full-time work:  $X/5 \times \# \text{ hours required in five years} = \text{the total number of hours required of that teacher.}$

For example, the number of hours a teacher who is part-time for three years and full-time for two years would be calculated as follows:  $(3/5 \times 50 = 30) + (2/5 \times 100 = 40) = 70$  total hours required.

**12. Q. Are teachers who provide homebound instruction required to participate in the professional development initiative?**

A. Yes. Teachers who provide homebound instruction for one or more districts are considered part-time teachers and must earn 50 hours over five years.

**13. Q. When did professional development hours begin to count?**

A. Professional development hours officially began to count after September 1, 2000.

**14. Q. What about teachers on leave?**

A. A teacher on a leave of one year or less is permitted to accrue professional development hours if he/she wants to do so if: (a) the teacher has developed a PDP for the school year covered by the leave or the subsequent year; (b) the teacher and the supervisor have signed off on that PDP; and (c) the teacher has delineated the potential professional development opportunities to meet that PDP.

**15. Q. Must a teacher serving as a full-time released local education association president complete the 100 hours?**

A. Teachers serving as full-time released local education association presidents are considered "teachers on leave" and must follow the procedures for those teachers.

## **IMPLEMENTATION ISSUES**

**16. Q. What happens if a school district does not have enough personnel to fulfill the required number of members for the district professional development committee?**

A. The department will review each situation individually to accommodate those districts that cannot comply with the regulations because of insufficient numbers of teachers or administrators.

**17. Q. Can hours accrued after fulfilling the 100 hours in the five-year period be carried over to the next five-year period?**

A. No. Accrued hours of professional development cannot be carried from one five-year period to the next five-year period. Any additional professional development hours accrued only can enhance the educator's knowledge base.

**18. Q. Can you lose professional development hours if you change school districts?**

A. No. A teacher's accrued professional development hours will carry over from one district to another.

**19. Q. What relationship is there between each teacher's Professional Development Plan (PDP) and the district's professional development plan?**

A. The teacher's PDP specifies the content of a teacher's professional development as determined by the teacher and the supervisor. The local district plan specifies the professional development activities based on the needs of the district. In many cases, the local in-service programs may fulfill the teacher's individual needs as identified in the PDP.

**20. Q. Must each local district provide a certificate for each course or separate in-service activity it provides, or can a district issue a cumulative transcript, listing courses, programs and number of hours?**

A. A district must provide a separate certificate for each course or in-service activity it provides. For in-service days with multiple presenters, the district may serve as the provider of record and issue a single certificate for that event. A sample documentation form featuring the required elements is located in the section on the professional development provider information system on the DOE Web site.

**21. Q. District administrators must document teacher progress on a yearly basis through the PDP process. Will there be a standard procedure?**

A. The PTSB has developed and the Commissioner has approved a standard procedure to guide administrators in the implementation of the professional development regulations through the PDP process. A suggested PDP form and record for professional development hours has been disseminated to all chief school administrators. A district may use this form, or it can be an addendum to the district's PDP form. Districts may also choose to develop their own forms as long as they meet the requirements specified in *N.J.A.C. 6A:9-15.2*. This section of the Required Professional Development for Teachers regulations specifies that the content of the teacher's professional development must be included in the PDP. This content must meet the standards for professional development and also be in accordance with *N.J.A.C. 6A:32*, the subchapter on supervision, observation, and evaluation of teaching staff members.

**22. Q. May teachers provide staff development activities for this initiative?**

A. Yes. Many teachers have already been involved in providing a wide range of professional development activities for other teachers in their districts and across the state. Teachers will continue to play a key role in the professional growth of other teachers.

**23. Q. Are the meetings of the Professional Teaching Standards Board and the County Professional Development Boards public?**

A. Yes. All meetings of the state and county boards are public meetings. Meeting notices are advertised, and the boards follow the regulations for open public meetings.

## **EVALUATION ISSUES**

**24. Q. Will districts be monitored for compliance with Professional Development for Teachers regulations?**

A. Yes. Districts will be monitored for compliance with the new professional development regulations.

**25. Q. Can a teacher lose his or her license if he or she does not fulfill the requirement?**

**A.** At the end of the five-year cycle, districts are required to report to the Department of Education those teachers who have not fulfilled the professional development requirement, along with a description of the actions taken by the district. The Commissioner will review each instance of noncompliance on a case-by-case basis. It is anticipated that there will be very few noncompliant teachers. The Commissioner could determine that a case of noncompliance should be reviewed by the Board of Examiners for possible suspension or revocation of the license in accordance with *N.J.A.C. 6A:9-17.6*. It may be determined that a variety of other remedial actions are warranted.

**26. Q. What happens if an administrator and a teacher cannot agree on the PDP?**

**A.** The process for designing the PDP should be a collegial one developed in good faith by both the teacher and the supervisor. Current research on effective professional development supports involving teachers in the planning and design of their own professional development. New Jersey professional development standards reflect this approach, stressing the importance of collegial support, collaboration and interaction in assuring the professional growth of educators. In the case of a disagreement about the content of the PDP, as a last resort, the supervisor may specify the content of the PDP. The supervisor would consider the professional development for teachers' regulations, the professional development standards, and other relevant professional development planning and implementation documents. When there is a disagreement and the administrator chooses the specific activities, it is advised that the administrator discuss the reasons for the selected content with the teacher.

## **COUNTY PROFESSIONAL DEVELOPMENT BOARDS**

**27. Q. What exactly does the county board approve?**

**A.** The major responsibility of the county board is to approve the district-level plans. Criteria for review and approval of district plans have been completed by the PTSB. The District Planning and County Review documents were developed by the PTSB and approved by the Commissioner. These documents include a tool called *The Feedback Continuum* for reviewing plans.

## **WHAT COUNTS**

**28. Q. What activities count for the 100-hour professional development requirement?**

**A.** The PTSB has developed a document entitled, "The Professional Development Framework (What Counts)?" This document, approved by the Commissioner, is available on the DOE Web site.

**29. Q. Will attendance at conventions, sponsored by such organizations as the New Jersey Education Association (NJEA) and National Council of Teachers of Mathematics (NCTM), count as part of the 100 hours?**

**A.** Yes. Attendance at conferences sponsored by higher education, boards of education, professional associations, training organizations, and other entities approved through the district plan will count toward the 100 hours.



**30. Q. Will working on a committee, such as a textbook committee or a County Professional Development Board, or preparing and presenting a professional workshop count toward the 100 hours?**

**A.** Yes, activities that serve the profession such as these will count towards the 100 hours. The Commissioner has determined that teachers may earn a maximum of 75 of their 100 hours for activities in this category (activities that serve the profession). Committee service is capped at 10 hours per year, regardless of the number of committees.

**31. Q. Can hours be accrued through a three-credit college course?**

**A.** Yes, the hours for college courses will be counted by actual clock hours of attendance. A three-credit college course will accrue forty-five professional development hours based on a forty-five-semester-hour course.

**32. Q. Will those working under a vocational certificate be able to use the training in their skills trade area toward the 100 hours?**

**A.** Yes, vocational teachers' training in their skills trade area will count as long as the training meets the professional development standards and is aligned with the state's framework.

**33. Q. Will teachers working with provisional licenses need to accrue the 100 hours?**

**A.** All new teachers employed under provisional or standard certification must have a Professional Development Plan (PDP) within 60 instructional days of beginning their assignment. Novice teachers begin to accrue hours toward the requirement as of September 1, 2008.

**34. Q. Will independent study count?**

**A.** Yes, independent professional studies is one of the categories approved by the Commissioner. Specific guidelines for Independent Study can be found in the document, "The Professional Development Framework (What Counts)?" on the DOE Web site.

## **REPRESENTATION ISSUES**

**35. Q. Why is the teacher representation so large on the oversight governance bodies?**

**A.** The active involvement and support of teachers is vital to the success of this governance structure. The majority representation of teachers creates a professional focus, rather than a bureaucratic one. This gives teachers the level of ownership needed to assure that professional development is relevant to those it is intended to benefit.

**36. Q. Were other organizations besides the New Jersey Education Association (NJEA) ever asked to be involved in the development of these regulations?**

**A.** All of the major education associations have played a vital role in the development of the regulations, providing input throughout the lengthy development process for State Board of Education regulations. The major education associations will continue to play a key role in this initiative's successful implementation.



## **New Jersey Professional Standards for Teachers**

New Jersey's new professional standards for teachers and school leaders were adopted by the State Board of Education in December 2003 as part of the new licensing regulations. These new professional standards provide a clear vision of the knowledge, performances and dispositions that teachers and school leaders need to support the learning called for in the revised Core Curriculum Content Standards.

Aligned with the Core Curriculum Content Standards, as well as national professional standards, New Jersey's professional standards for educators illustrate the wide range of knowledge and abilities contemporary educators must possess to provide high-quality instruction and support improved student results.

While the sets of professional standards are interdependent and interconnected, each distinct standard focuses on a specific aspect of effective practice. Each standard also has a series of indicators comprised of knowledge, dispositions, and performance statements. The knowledge statements describe the body of knowledge critical to effective practice. The disposition statements indicate the behaviors which communicate the traits and qualities valued by educators. The performance statements illustrate the application of that knowledge.

# Professional Standards for Teachers

Research conducted over the past decade by groups such as the National Commission on Teaching and America's Future and the Center for the Improvement of Early Reading Achievement have identified a knowledge base and the skill sets that successful teachers possess. While teaching will always be a balance between an art and a craft, there is significant data now about the skills and knowledge which bring success.

The New Jersey Professional Standards for Teachers were developed by the New Jersey Professional Teaching Standards Board (PTSB). The PTSB worked closely with national experts from the Interstate New Teacher Assessment Support Consortium (INTASC) of the Council of Chief State School Officers, the organization that developed the national model for professional standards for teachers. The PTSB also incorporated broad input from New Jersey educators. As a result, the standards emphasize skills not present in the national INTASC model that are nonetheless important to New Jersey educators, such as a concern for teaching literacy and numeracy across the curriculum and the use of technology in instruction.

These standards encompass the broad range of skills and knowledge a teacher needs, including deep content knowledge with varied instructional strategies; the creation of a productive learning environment; the use of assorted assessments; the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong partnerships with parents, colleges, and the community. The standards also place an emphasis on reading and mathematics, because of the heightened expectations for these two areas sought by Governor McGreevey's initiatives and the No *Child Left Behind Act*.

***New Jersey Department of Education***

N.J.A.C.6A:9-3.3

## STANDARD ONE

# Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

### ● KNOWLEDGE

#### **Teachers know and understand:**

- 1.1 In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
- 1.2 The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
- 1.3 That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and
- 1.4 Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

### ● DISPOSITIONS

#### **Teachers value and are committed to:**

- 1.5 Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and
- 1.6 Enthusiasm for the discipline(s) they teach and in making connections to every day life.

### ● PERFORMANCES

#### **Teachers engage in activities to:**

- 1.7 Promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
- 1.8 Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and
- 1.9 Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.


## STANDARD TWO

# Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

### KNOWLEDGE

**Teachers know and understand:**

- 2.1 How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
- 2.2 How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and
- 2.3 How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

### DISPOSITIONS

**Teachers value and are committed to:**

- 2.4 The educability of all children and adolescents;
- 2.5 The belief that all children and adolescents bring talents and strengths to learning;
- 2.6 Appreciation for multiple ways of knowing;
- 2.7 The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and
- 2.8 The belief that all children and adolescents can learn at high levels and achieve success.

### PERFORMANCES

**Teachers apply:**

- 2.9 Learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.


## STANDARD THREE

# Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

### KNOWLEDGE

**Teachers know and understand:**

- 3.1 How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
- 3.2 The supports for and barriers to culturally responsive teaching in school environments;
- 3.3 The process of second language acquisition and strategies to support the learning of students whose first language is not English; and
- 3.4 The negative impact of bias, prejudice, and discrimination on students and society.

### DISPOSITIONS

**Teachers value and are committed to:**

- 3.5 Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and
- 3.6 The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

### PERFORMANCES

**Teachers engage in activities to:**

- 3.7 Create a learning community in which individual differences are respected;
- 3.8 Learn about the diverse students they teach, and the students' families and communities;
- 3.9 Use strategies to support the learning of students whose first language is not English; and
- 3.10 Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.


## STANDARD FOUR

# Instructional Planning and Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

### ● KNOWLEDGE

***Teachers know and understand:***

- 4.1 How to plan instruction based on students' needs, developmental progress and prior knowledge;
- 4.2 Available and appropriate resources and materials for instructional planning;
- 4.3 Techniques for modifying instructional methods, materials and the environment to help all students learn; and
- 4.4 A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.

### ● DISPOSITIONS

***Teachers value and are committed to:***

- 4.5 The development of students' critical thinking, independent problem-solving and performance capabilities.

### ● PERFORMANCES

***Teachers engage in activities to:***

- 4.6 Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;
- 4.7 Plan instruction based on knowledge of classroom, school and community culture;
- 4.8 Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;
- 4.9 Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
- 4.10 Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
- 4.11 Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and
- 4.12 Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

## STANDARD FIVE

# Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

### KNOWLEDGE

#### **Teachers know and understand:**

- 5.1 The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and
- 5.2 Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

### DISPOSITIONS

#### **Teachers value and are committed to:**

- 5.3 The belief that students' strengths are the basis for growth and their errors are opportunities for learning.

### PERFORMANCES

#### **Teachers engage in activities to:**

- 5.4 Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
- 5.5 Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
- 5.6 Accurately document and report assessment data and ongoing student data to parents and professional staff; and
- 5.7 Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.




## STANDARD SIX

# Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

### KNOWLEDGE

**Teachers know and understand:**

- 6.1 The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
- 6.2 How the classroom environment influences learning and promotes positive behavior for all students; and
- 6.3 How classroom participation supports student commitment.

### DISPOSITIONS

**Teachers value and are committed to:**

- 6.4 The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;
- 6.5 Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and
- 6.6 The expression and use of democratic values in the classroom.

### PERFORMANCES

**Teachers engage in activities to:**

- 6.7 Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently;
- 6.8 Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
- 6.9 Create a positive classroom climate which is socially, emotionally and physically safe;
- 6.10 Establish and maintain appropriate standards of behavior;
- 6.11 Use instructional time effectively; and
- 6.12 Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

## STANDARD SEVEN

### SPECIAL NEEDS

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

#### Knowledge

Teachers know and understand:

- 7.1 How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program;
- 7.2 Available resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with special needs including students with autism and other developmental disabilities; and
- 7.3 The characteristics of students with special needs.

#### Dispositions

Teachers value and are committed to:

- 7.4 The belief that children and adolescents with special needs can learn at high levels and achieve success.

#### Performances

Teachers engage in activities to:

- 7.5 Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;
- 7.6 Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;
- 7.7 Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology;
- 7.8 Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology and inclusive educational practices and collaborative partnerships; and
- 7.9 Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have


## STANDARD EIGHT

# Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

### KNOWLEDGE

**Teachers know and understand:**

- 8.1 The power of communication in the teaching and learning process.

### DISPOSITIONS

**Teachers value and are committed to:**

- 8.2 Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class; and
- 8.3 Being a thoughtful and responsive listener.

### PERFORMANCES

**Teachers engage in activities to:**

- 8.4 Communicate clearly in English, using precise language and appropriate oral and written expressions;
- 8.5 Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
- 8.6 Use effective verbal and nonverbal techniques which foster individual and collective inquiry;
- 8.7 Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and
- 8.8 Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.


## STANDARD NINE

# Collaboration and Partnerships

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

### KNOWLEDGE

**Teachers know and understand:**

- 9.1 The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning;
- 9.2 The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development; and
- 9.3 How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

### DISPOSITIONS

**Teachers value and are committed to:**

- 9.4 Recognizing the role of parents, guardians and other family members as a child's primary teacher;
- 9.5 Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success; and
- 9.6 Being willing to work with parents/families and other professionals to improve the overall learning environment for students.

### PERFORMANCES

**Teachers engage in activities to:**

- 9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;
- 9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being; and
- 9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.


## STANDARD TEN

# Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

### ● KNOWLEDGE

***Teachers know and understand:***

- 10.1 How education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

### ● DISPOSITIONS

***Teachers value and are committed to:***

- 10.2 Refining practices that address the needs of all students and the school community;
- 10.3 Professional reflection, assessment and learning as an ongoing process; and
- 10.4 Collaboration with colleagues to give and receive help.

### ● PERFORMANCES

***Teachers engage in activities to:***

- 10.5 Use reflective practice and the Professional Development Standards to set goals for their professional development plans;
- 10.6 Learn through professional education organizations; and
- 10.7 Make the entire school a productive learning climate through participation in collegial activities.

## STANDARD Eleven

### Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

### Knowledge

Teachers know and understand:

- 11.1 Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
- 11.2 Strategies to foster professional and productive relationships with students and colleagues.

### Dispositions

Teachers value and are committed to:

- 11.3 Recognizing that an educator's actions reflect on the status and substance of the profession;
- 11.4 Upholding the highest standards of professional competence both as a practitioner in the classroom as well as an employee vested with the public trust;
- 11.5 Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately; and
- 11.6 Recognizing their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy.

### Performances

Teachers engage in activities to:

- 11.7 Promote aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
- 11.8 Maintain the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal and/or state statutes or accepted professional practice;
- 11.9 Maintain professional relationships with students and colleagues;
- 11.10 Provide access to various points of view without deliberate distortion of subject matter; and
- 11.11 Foster and maintain a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.