

Denville District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Denville	Steven Forte	8/20/2023-6/30/2024

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Continue to build capacity for teachers to engage in self-reflective practices in order to improve instruction.	Teachers, administrators	<p>Harvard’s Best Foot Forward Project (BFF), which tested the effects of substituting in-person classroom observations with teacher-collected video, found that as a result of video-based self-reflection, teachers were more self-critical, more likely to describe a specific change in their teaching practice, and perceived their supervisors to be more supportive and fair.</p> <p>In 2016, the NJDOE approved using Reflective Practice Protocols as an alternative teacher assessment. Staff have been participating in the self-evaluation process since 2017. Training is provided annually.</p>
2	Build capacity for K-5 and math teachers to utilize multi-sensory math practices and a workshop model to improve student achievement.	K-5 and Math Teachers, Math Instructional Coach, Administrators	<p>The 2023 NJSLA results indicated low achievement in math for our students with disabilities and those in our core level classes. We continue to see this trend through data collected in class and on LinkIt! benchmark assessments. A new approach of Multi-sensory math is being utilized for math intervention and remediation.</p> <p>Multi-sensory instruction isn't just for reading. It can also help kids with math issues, like dyscalculia. The use of sight, touch, hearing and movement can make it easier to understand what the numbers and symbols represent. – Atlantic Seaboard Dyslexia Education Center (ASDEC)</p>

			<p>The workshop model is useful in math as well as ELA. It is an opportunity for students to receive one on one or small group instruction in a targeted area of need, intervention or enrichment.</p> <p>New resources, DreamBox and Math 180 will be utilized. Teacher specific professional development will be provided.</p>
<p>3</p>	<p>Continue to build capacity for creating positive classroom and school cultures.</p>	<p>Instructional aides, Teachers, Administrators</p>	<p>The Importance of a Positive School Culture. ... School leaders play a vital role in developing and enhancing the school culture. Positive school cultures provide a safe, supportive, encouraging, inviting, and challenging environment for students and staff, which in turn allows students' academic achievement to evolve.</p> <p><u>Responsive Classroom</u>, a popular teaching framework that improves school culture through evidence-based practices, created morning meetings. Just like the name suggests, morning meetings take place at that start of the school day. Teachers will allocate the first 15 minutes of class for constructive conversations and preparing students for the day ahead, building and practicing many important skills that are needed for academic success.</p> <p>Additional professional development will be focused on the Responsive Classroom framework and use of Advisory groups in the middle school.</p>

<p>4</p>	<p>Continue to build capacity for all teachers to use student data to drive instruction.</p>	<p>Teachers, Administrators, Instructional Coaches</p>	<p>“Most often when we hear data, we think of tests, standardized tests, in fact. Yes, standardized tests such as NJSLA and the Benchmark Tests are a form of assessment. They are considered opportunities to learn more about student performance. However, when we see the word ‘data’, we like to think of formative assessments and student work. The kind of assessments that drive instruction in regular everyday classroom life are more formative (think “to inform”), such as observations, anecdotal notes, student writing and responses to reading.”- Children’s Literacy Initiative</p> <p>We will learn how to better use the summative data that we receive from NJSLA, LinkIt! Benchmark Assessments, and other assessments while working with our instructional coaches and administrators to better use the formative data available to drive instruction.</p>
<p>5</p>	<p>Continue to build capacity for implementing effective Reading and Writing Workshop lessons.</p>	<p>K-8th grade ELA teachers, Literacy Instructional Coach, Administrators</p>	<p>“The biggest challenge for teachers is the need for more professional development, the need for more knowledge about the teaching of writing. Expectations for what students should be able to do—and what teachers should be able to do—have skyrocketed. What used to be considered great instruction is no longer enough. In particular, there’s a tremendous emphasis now on teaching a wider variety of writing types—including argument writing and informational writing—and on supporting those kinds of writing even in kindergarten and 1st and 2nd grade. And then there’s a tremendous emphasis on transference, so that what kids learn in a writing workshop can be brought into the writing they do in every discipline.” Lucy Calkins</p> <p>Denville will continue to utilize the expertise of our literacy coach to successfully implement this methodology to improve instruction K-8. Teachers will also be encouraged to apply for acceptance at Teachers College Literacy Institutes and workshops.</p>

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Reflective Practice Protocol (RPP) team will offer RPP refresher. ● Professional Development on using LinkIt! Teacher slides to analyze personal performance related to student achievement and growth as measured by 2022-20231 Benchmark Data. 	<ul style="list-style-type: none"> ● Interested Staff will attend refresher training on process and use of Swivl cameras ● Staff will commit to process by October 15th ● Teachers and assigned RPP Evaluator will meet for pre and post Protocol conferences. ● Teachers and Evaluators will provide feedback on the process in order to revise for the next school year.
2	<ul style="list-style-type: none"> ● Provide Workshops on math intervention programs Math180 and DreamBox. 	<ul style="list-style-type: none"> ● Math Coach will provide follow-up instruction to special education and math teachers during weekly collaborative or grade level meetings.
3	<ul style="list-style-type: none"> ● Train Administrators and School Safety Teams in practices that build positive school culture. ● Purchase Responsive Classroom resources for staff. ● Provide Topical Social Emotional Learning workshops through Staff PD Academy. ● Speak Up at School Training ● Executive Function Training from BrainTracks and Educational Foundations 	<ul style="list-style-type: none"> ● Provide collaborative time for colleagues to plan responsive classroom lessons and activities during faculty meetings and grade level time. ● Parent workshops on Executive Function and Study Skills
4	<ul style="list-style-type: none"> ● Provide professional development on utilizing standardized test data- building administrators ● Provide professional development on using formative assessment to develop whole and small group lesson plans- instructional coaches 	<ul style="list-style-type: none"> ● Collaborative time between teachers will be used to support the use of data to develop lessons. ● In-service and/or faculty meeting time will be used to develop a deeper understanding of reports available through LinkIt! Assessments
5	<ul style="list-style-type: none"> ● Literacy coach will provide intensive one-on-one coaching with new elementary teachers. 	<ul style="list-style-type: none"> ● Follow up with Literacy Coach will take place during Collaborative time ● Staff will attend TC Institutes and Workshops upon acceptance ● Summer Learning Institute offering ● Teachers will visit peer classrooms to observe Reading and Writing Workshops ● Teachers have access to Swivl cameras to self-reflect on workshop lessons.

3: PD Required by Statute or Regulation

State-mandated PD Activities

a. Reading Disabilities

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
Reading Disabilities: Instruction on screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia, for certain teaching staff members	<i>N.J.S.A.</i> 18A:6-131	<ul style="list-style-type: none"> • General Education Teachers employed in K-3 • Special Education and Basic Skills Teachers • English as a Second Language Teachers • Reading Specialists • Learning Disabilities Teacher Consultants • Speech-Language Specialists 	2 Hours Annually	Applicable staff may meet this requirement in the following ways: <ul style="list-style-type: none"> • Orton Gillingham or Wilson Reading Training • Out of district workshop/conference on reading disabilities and/or specifically on dyslexia • 2 hour online "Reading Disabilities/Dyslexia" module through GCN

b. Prevention: Suicide, Substance Abuse, Harassment, Intimidation and Bullying

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
Suicide Prevention: All teaching staff members must attend instruction in suicide prevention as part of an individual's PD requirement. While this is not an annual requirement for all teaching staff members, the district must ensure that it is made available annually to those who have not completed the requirement (e.g., new staff, staff who were absent during the last session).	<i>N.J.S.A.</i> 18A:6-112	• Teaching Staff Members (Similar to "school staff," a member of the professional staff of any board of education who holds a valid and effective standard, provisional or emergency certificate, including teachers, administrators, school nurse, and school athletic trainer. <i>N.J.S.A.</i> 18A:1-1.)	2 Hours per 5 Years ¹	*New staff complete the GCN module "Suicide Prevention" Suicide Prevention In-service all staff 2/18/22 (within 5 year window) New staff GCN module
Harassment, Intimidation and Bullying: The district board of education is required to review the training needs of district staff for the effective implementation of the HIB policies, procedures, programs, and initiatives and to implement locally determined staff training programs.	<i>N.J.S.A.</i> 18A:37-17b and c., <i>N.J.A.C.</i> 6A:16-7.7	<ul style="list-style-type: none"> • Public School Teachers • School Employees • Volunteers with student contact • Contracted service providers 	Training on District Policy: Annually; Training on prevention: 2 Hours per 5 Years	HIB review on 8/30/23 during faculty meeting at each school

Recognition of Substance Abuse: In-service training program instruction for the identification of symptoms and behavioral patterns; appropriate intervention strategies; and the prevention, early intervention, treatment, and rehabilitation of individuals who show symptoms of substance abuse.	<i>N.J.S.A.</i> 18A:40A-15, <i>N.J.A.C.</i> 6A:16-3.1(a)(4)	· Public School Instructional Teachers	No Min. Req.; training must be reviewed/ updated annually	Use of Global Compliance Network online tutorials- module to be completed by 9/1/23
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c. School Safety, Security and Code of Student Conduct

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
School Safety: In-service training program to enable employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education's plans procedures and mechanisms for school safety and security.	<i>N.J.A.C.</i> 6A:16-5.1(d)	· District Employees	Within 60 days of employment; Must be reviewed and updated annually	In-service on 12/6/23 by Superintendent Forte, Chief Perna, and Evan Scala
Law Enforcement Operations: In-service training must be provided on policies and procedures established in the subchapter on law enforcement operations for substances, weapons and safety and the exchange of information regarding the practices of the education and law enforcement agencies.	<i>N.J.A.C.</i> 6A:166.2(b)12	· School Staff	Not specified	In-service on 12/6/23 by Evan Scala, Superintendent Forte and Police Chief Perna.
Mandatory Gang Awareness Training for School Administrators: Administrators in their initial year of employment must attend a seminar developed by the Office of the Attorney General and provided annually in each county on the topic of how to recognize signs of gang involvement or activity. A seminar of equivalent	<i>N.J.S.A.</i> 52:17B-4.7	· School Administrators	During first year of employment as an administrator	Use of Global Compliance Network online tutorials- module to be completed by 9/1/23 *No new administrators for 2023
Code of Student Conduct: District boards of education provide all employees training on the code of student conduct, including training on the prevention, intervention, and remediation of student conduct in violation of the board of education's code of student conduct.	<i>N.J.A.C.</i> 6A:167.1(a)4	· District Employees	Annually	Code of Conduct Review on 8/31/23 during faculty meeting at each school
Potentially Missing/Abused Children Reporting: Training on procedures for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities.	<i>N.J.S.A.</i> 18A:36-25, <i>N.J.A.C.</i> 6A:16-11	· Employees · Volunteers · Interns	New employees as part of their orientation. Otherwise as determined by the district	Use of Global Compliance Network online tutorials- module to be completed by 9/1/23 Volunteers complete online tutorial through Denville website.

			board of education.	
School Safety Teams: At least one PD opportunity in effective school climate improvement, practices, programs, or approaches.	<i>N.J.S.A.</i> 18A:37-21(b) & (d)	· School Safety Team members (School safety team: school principal or designee, a teacher, an anti-bullying specialist, a parent of a current student, and any other discretionary members.)	N/A	Climate and Culture Initiative, SCIP committees meet monthly
School Safety Specialist²: The superintendent in each school district must designate a school safety specialist. The school safety specialist must acquire certification through participating in the New Jersey School Safety Specialist Academy. ² The School Safety Specialist requirement was added in June 2018	<i>N.J.S.A.</i> 18A:17-43.2 <i>N.J.S.A.</i> 18A:17-43.3	· The school administrator designated by the school district superintendent as the School Safety Specialist. Every school district must have a designated School Safety Specialist	Every School Safety Specialist must attain certification once appointed	Evan Scala, Asst. Principal Damaris Gurowsky, Business Administrator have School Safety Specialist certifications
Incident Reporting of Violence, Vandalism and Alcohol and Other Drug Abuse: The chief school administrator must provide for the annual training of staff to prepare them to fulfill the reporting of weapons possession, violence, vandalism, alcohol, and drug abuse.	<i>N.J.S.A.</i> 18A:17-46, <i>N.J.A.C.</i> 6A:16-5.3 (d)2	School Staff	Annually	Incident reporting review on 8/31/23 at each school during faculty meeting.

d. Health

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
Communicable Diseases: A medical inspector or nurse must lecture teachers concerning the methods employed to detect the first signs of communicable disease and the recognized measures for the promotion of health and the prevention of disease.	<i>N.J.S.A.</i> 18A:40-3, <i>N.J.A.C.</i> 6A:16-2.3(b)(xv)	· Teachers	N/A	School nurses provided review instructions on 8/31/23 during faculty meeting at each school and ongoing with COVID-19 requirements
Use of Nebulizer: Certified school nurses or other persons authorized to administer asthma medication are required to receive training in airway management and on the use of nebulizers and inhalers consistent with nationally recognized standards.	<i>N.J.S.A.</i> 18A:40-12.8(a), <i>N.J.A.C.</i> 6A:16.2.3(b)2	· School Nurse	Not specified	Use of Global Compliance Network online tutorials- module to be completed by 9/1/23
Asthma: The Commissioner must assure that annual asthma education opportunities are made available for school physicians and all teaching staff. The NJ Pediatric and Adult Asthma Coalition produced education videos which support this requirement.	<i>N.J.S.A.</i> 18A:40-12.9	<ul style="list-style-type: none"> · Teaching Staff · Medical Inspectors; · School Physicians; 	Education opportunities available annually	Use of Global Compliance Network online tutorials- module to be completed by 9/1/23 Asthma module

<p>Diabetic Student Health Plan: Training by the school nurse in the care of students with diabetes.</p>	<p><i>N.J.S.A.</i> 18A:4012.13(d)</p>	<p>· Appropriate staff members including staff working with school-sponsored programs outside the regular school day, as provided in the individualized health care plan and the individualized emergency health care plan.</p>	<p>N/A</p>	<p>School nurses train individual teachers for applicable students –ongoing basis</p>
<p>School Nurse Delegate for Glucagon: The school nurse or other qualified health care professional must train school district employees who volunteer to administer glucagon to a student with diabetes who is experiencing severe hypoglycemia when the school nurse is not physically present.</p>	<p><i>N.J.S.A.</i> 18A:40-12.14, <i>N.J.A.C.</i> 6A:16-2.3(b)3vii</p>	<p>· Appropriate staff - Volunteers designated by the school’s assigned nurse to administer glucagon when that nurse is not physically present</p>	<p>N/A</p>	<p>School nurses train individual teachers for applicable students –ongoing basis</p>
<p>Training of Delegates for Epinephrine Administration: The certified school nurse in consultation with the board of education, or the chief school administrator of a nonpublic school, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building.</p>	<p><i>N.J.S.A.</i> 18A:40-12.6(c), <i>N.J.A.C.</i> 6A:16-2.3(b)3vii</p>	<p>· Appropriate staff -</p>	<p>N/A</p>	<p>School nurses train individual teachers for applicable students –ongoing basis</p> <p>Use of Global Compliance Network online tutorials- module to be completed by 9/1/23 Anaphylaxis module</p>
<p>General Student Needs Recognition: Training in human growth and development; substance abuse and dependency; and human and intercultural relations; and formal inclusion into each endorsement holder’s PD plan.</p>	<p><i>N.J.S.A.</i> 18A:40-3.3(a), <i>N.J.A.C.</i> 6A:9B-14.3(d) and 14.4(d)</p>	<p>· School nurse endorsement holders</p>	<p>20 hours during the initial 3 years</p>	<p>The professional development requirements shall be incorporated into each endorsement holder’s professional development plan as needed. Currently, all school nurses are beyond their initial 3-year certification. Professional Development training certificates located in each nurse’s personnel file. Training listed on professional development log annually and placed in personnel file.</p>
<p>Bloodborne Pathogens: Staff designated as at-risk of exposure under the district’s Exposure Control Plan require training and schools must also identify students at risk of exposure due to occupational training programs and provide equivalent training.</p>	<p><i>N.J.S.A.</i> 34:6A-25 et seq</p>	<p>· School Staff</p>	<p>Annually</p>	<p>Use of Global Compliance Network online tutorials- module to be completed by 9/1/23</p>
<p>Alcohol, Tobacco, and Other Drug Prevention and Intervention: District boards of education must ensure all education staff members receive in-service training in alcohol, tobacco, and other drug abuse prevention and intervention.</p>	<p><i>N.J.S.A.</i> 18A:40A-3, 15, <i>N.J.A.C.</i> 6A:163.1(a)4</p>	<p>· Educational Staff Members</p>	<p>Annually</p>	<p>Use of Global Compliance Network online tutorials- module to be completed by 9/1/23</p>

Career and Technical Education: Initial training on safety and health issues prior to working or participating in any career and technical education course or program.	<i>N.J.A.C.</i> 6A:19-6.4(d)8	• All new CTE staff and students	Prior to prior to working or participating in CTE	N/A
CPR/AED Training Required³: All public and nonpublic schools must have individuals trained in CPR and AED use.	<i>N.J.S.A.</i> 18A:40-41a through 41c	<ul style="list-style-type: none"> • A designated staff member trained in CPR/AED must be present for athletic events or team practices • Every school must have at least 5 school employees certified in CPR/AED as part of their action plan for responding to a sudden cardiac event 	N/A	<p>3 offerings of CPR/AED certification and renewal dates 2023-2024</p> <p>All administrators' certification renewal on 10/25/2023</p> <p>Coaches completed online renewal and individual in-person test certification with CPRProfessionals. (dates vary, tests were completed individually due to COVID restrictions)</p> <p>In-person training of coaches 10/12/2023</p>
Lyme Disease: Training of all teachers who instruct students with Lyme disease which emphasizes the special needs and problems of students with the disease, in order to provide information about how best to teach those students.	<i>N.J.S.A.</i> 18A:35-5.3	• Teachers of students with Lyme disease	Annually	School nurses train individual teachers for applicable students –ongoing basis

e. Interscholastic Athletics

Statutory/Regulatory Guidance	Statute/Regulation	Recipients (As described in law)	Time	Notes
Interscholastic Athletic Head Injury Safety Training Program: School physicians, any person who coaches a public school district or nonpublic school interscholastic sport or cheerleading program, and an athletic trainer involved in a public or nonpublic school interscholastic sports program or cheerleading program are required to complete training in head injury prevention and management.	<i>N.J.S.A.</i> 18A:40-41.2	<ul style="list-style-type: none"> • School Physicians • Athletic Trainers • Coaches 	Complete an interscholastic athletic head injury safety training program	Use of Global Compliance Network online tutorials- module to be completed before coaching season.

<p>School Physician Completion of Cardiac Assessment PD Module: A contract between a school district and a school physician shall include a statement of assurance that the school physician has completed the Student Athlete Cardiac Screening professional development module.³</p>	<p><i>N.J.S.A.</i> 18A:40-1.1</p>	<ul style="list-style-type: none"> • School Physicians 		<p>Certificate on file Dr. Greenfield 6/10/15</p>
<p>Student-Athlete Cardiac Assessment Professional Development Module: A physician, advanced practice nurse, or physician assistant who performs a student athlete's annual physical examination prior to the student's participation in a school sponsored interscholastic or intramural athletic team or squad must complete the Student-Athlete Cardiac Screening professional development module and certify on the Pre-participation Physical Evaluation form attesting to the completion of the module.</p>	<p><i>N.J.S.A.</i> 18A:40-41d 18A:40-41.7</p>	<ul style="list-style-type: none"> • Physicians • Advanced Practice Nurses • Physician's Assistants 	<p>N/A²</p>	<p>N/A</p>

f. Additional Professional Development Topics

Statutory/Regulatory Guidance	Statute/ Regulation	Recipients (As described in law)	Time	Notes
<p>Educator Evaluation: Training on the district's evaluation rubrics, policy, and procedures and any relevant educator practice instrument. Teachers new to the district require more thorough training.</p>	<p><i>N.J.S.A.</i> 18A:6-123(b)(10), <i>N.J.A.C.</i> 6A:10-2.2(b)(1)</p>	<ul style="list-style-type: none"> • Teaching Staff Members 	<p>Annually</p>	<p>New Teacher Orientation 8/20-21/23</p> <p>New Teacher Academy meets monthly to review requirements</p> <p>9/7/23: Danielson Domain 1 9/14/23: Danielson Domain 2 9/21/23: Danielson Domain 3 9/28/23: Danielson Domain 4</p> <p>Evaluation review on 8/31/23 meeting.</p>

<p>Educator Evaluation: Training on the teacher and principal practice instruments for any supervisor who will conduct observations for the purpose of evaluation of teachers, principals, assistant principals, or vice principals.</p>	<p><i>N.J.A.C.</i> 6A:10-2.2(b)2,3</p>	<ul style="list-style-type: none"> Supervisors who conduct observations of teachers, principals, assistant principals or vice-principals for the purpose of evaluation 	<p>Before conducting any observations; refreshed annually</p>	<p>Administrative Meeting 8/21/23</p>
<p>Ethics, Law, Governance, Harassment, Intimidation, and Bullying: A school leader shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required pursuant to State Board of Education regulations. Information on the prevention of harassment, intimidation, and bullying shall also be included in the training.</p>	<p><i>N.J.S.A.</i> 18A:26-8.2, <i>N.J.A.C.</i> 6A:9C4.3(a)5</p>	<ul style="list-style-type: none"> Active school leaders serving on a permanent or interim basis whose positions require possession of the supervisor, principal or chief school administrator endorsement 	<p>Specific training needs of each school leader are to be reviewed annually</p>	<p>Met through the individual professional development planning process to ensure school leaders' knowledge of these topics remains up-to date.</p>
<p>Bilingual Education Inservice Training: District boards of education must develop a plan for inservice training for bilingual, ESL, and mainstream teachers; administrators⁵ who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan must include instructional strategies to help ELLs meet the CCCS and the WIDA English language development standards. All bilingual and ESL teachers must receive training in the use of the ESL curriculum.</p>	<p><i>N.J.A.C.</i> 6A:15-1.8</p>	<ul style="list-style-type: none"> Bilingual and ESL teachers Mainstream teachers Administrators who supervise bilingual/ESL programs Administrators and any personnel who observe and evaluate teachers of ELLs 	<p>Not specified</p>	<p>Bilingual ESL/ELS Supervisors and Coordinators Training- Todd McCabe- 18/ 19 & 20/21</p> <p>ESL teachers attend the annual WIDA conference in March every year.</p>
<p>Equity and Affirmative Action: District boards of education must provide training for all school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.</p>	<p><i>N.J.A.C.</i> 6A:7-1.6</p>	<ul style="list-style-type: none"> Certified/Non- certified staff 	<p>New staff within 1st year. All staff on a continuing basis (as determined by district)</p>	<p>Use of Global Compliance Network online tutorials- module to be completed by 9/1/2023</p>
<p>Integrated Pest Management (IPM): The IPM coordinator must train school staff involved with the implementation of the school's IPM Policy and Plan on the components pertaining to their school environment.</p>	<p><i>N.J.A.C.</i> 7:30-13.2(c)</p>	<ul style="list-style-type: none"> School staff involved with implementation of IPM plan 	<p>Not specified.</p>	<p>New Wave Group provides ongoing training.</p> <p>The facilities manager, Mike Chmielewski attended training 2/18/23</p>
<p>Integrated Pest Management: The school and the Integrated Pest Management coordinator are responsible for educating the school community about potential pest problems and methods used to manage them.</p>	<p><i>N.J.A.C.</i> 7:30-13.2(c)</p>	<ul style="list-style-type: none"> Teachers Staff Students Parents/Guardians 	<p>Not specified</p>	<p>New Wave Group provides ongoing training</p> <p>Required documentation provided prior to 5 applications, April-Nov. 2023 (VV only)</p>

<p>Special Education Training: A district receiving IDEA assistance must identify in its special education plan the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services; insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and provide for joint training activities of parents and special education, related services and general education personnel.</p>	<p><i>N.J.A.C.</i> 6A:141.2(b)14</p>	<ul style="list-style-type: none"> Professional and paraprofessional staff who provide special education, general education or related services 	<p>In accordance with approved special education plan</p>	<p>CPI training provided by Deb Minieri</p> <p>ABA Instructional Aide training</p> <p>Math 180 to RR Math 5-8</p> <p>Orton Gillingham- 5 teachers for Reading Disabilities</p> <p>Sonday System Reading- 5 teachers</p> <p>SEPAC presentations</p>
<p>Preschool Training: A district receiving Early Childhood Program Aid shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.</p>	<p><i>N.J.A.C.</i> 6A:13A-3.1(c)8</p>	<ul style="list-style-type: none"> Early childhood education administrators, teachers and teacher assistants 	<p>In accordance with approved preschool education plan</p>	<p>Creative Curriculum Pre-School Foundation- Online 10 hours</p>
<p>Teacher Mentor Training: Mentors working with novice provisional teachers as part of the district mentoring program must complete a comprehensive mentor training program that includes, at a minimum, training program with a curriculum that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument, Professional Standards for Teachers, NJSLS,, classroom observation skills, facilitating adult learning, and leading reflective conversations about teaching practice</p>	<p><i>N.J.A.C.</i> 6A: 9C-5.2(a)7</p>	<ul style="list-style-type: none"> Mentor teachers assigned to work 1-1 with novice provisional teachers 	<p>Before serving as a mentor</p>	<p>Mentor training provided annually</p> <p>1 new mentor trained on 8/17/23</p>
<p>I&RS Referral: The function of the system of intervention and referral services in each school building shall be to provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties;</p>	<p><i>N.J.A.C.</i> 6A:168.2(a)4</p>	<ul style="list-style-type: none"> Staff members who identify learning, behavior and health difficulties through the I&RS process 	<p>N/A</p>	<p>I&RS/TSS Referral review on 8/31/23 at each school during faculty meeting.</p>
<p>NJ SMART: The school district shall ensure that teachers, school administrators and central office supervisors receive training in NJ SMART and its data query resources.</p>	<p><i>N.J.A.C.</i> 6A:132.1(d)3</p>	<ul style="list-style-type: none"> Teachers School administrators Central office supervisors 	<p>Not specified</p>	<p>Technology Coordinator- Cindy Costanza annual assessment training. NJSmart online as needed.</p>

4: Resources and Justification

Resources

To meet the professional learning needs of the Denville Schools per this plan, the initial recommendation is to allocate about 1.2% (\$400,000) of the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for Instructional Coaches, external providers/consultants, materials, online professional development, out-of-district workshops/institutes, travel expenses, technology resources, and internal presenters through “Teachers Teaching Teachers.” The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 3 full days and 4 half days during the school year will be dedicated to professional learning opportunities. In addition, staff may take up to 9 paid graduate credits per year until district coursework funds (\$50,000) are depleted. The district provides offerings through the Staff Development Academy and during a Summer Learning Institute. Two full-time instructional coaches are available for customized professional development. There are two collaborative PLC meetings provided in the schedule for elementary staff, and 1 grade level meeting per week and 1 department PLC meeting per month for middle school staff.

Justification

Data derived from 2023 NJSLA assessments, LinkIt! benchmark assessments, school climate surveys, and staff interest survey are the basis for the 2023-2024 Professional Development Goals. High quality professional learning experiences are necessary to support these goals and improve school culture and climate, educator practice, and ultimately student achievement and growth.

Signature:



Superintendent Signature

9/29/2023

Date