

# TEMPLATE FOR

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## DISTRICT PROFESSIONAL DEVELOPMENT PLAN

### 2010 -2012

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

## SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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### A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in your district that you want to retain and replicate? What challenges emerged that require attention?
2. Through previous evaluations of your professional development program have you been able to document how professional development is improving teacher practices and student learning? If yes, describe how you have accomplished this task.
3. How have you ensured that professional learning is addressing student learning needs and is aligned to the district and school priorities and key initiatives and programs?

**The Pascack Valley Regional High School District (PVRHSD) Professional Development Plan accomplished many positive aspects while continually facing challenges. While the district continually looks forward and creates goals to sustain momentum, we acknowledge that our goals are fluid and ongoing over time. Research shows that to create meaningful change requires sustainability and more importantly, time. Utilizing these two principles the district focused on professional development with the goal of increasing student understanding and achievement, and our plan provided staff with ample opportunities to move towards these goals.**

**Many opportunities were provided in 2019-20 for staff to obtain professional development. First, in mid-August of 2019, our annual new staff orientation was held, providing in-depth mentoring and training to four new faculty to the district. Topics of training included technology, planning, teacher evaluation, class management, assessment, CPR, and Bleeding Control. Occurring concurrently were several summer projects involving professional development and curriculum writing. Further, training was provided to mentors and their protégé teachers, those individuals new to the profession of teacher. Intense support was put into place to allow these individuals to succeed. Time was also provided for mentors and protégés to meet and plan their cycles of assistance for the school year. Also, for the ninth year, "Teach Camp" was held that provided a full day professional development to all teachers in the district in areas of assessment that focused on forming PLC cohorts. They also met by department and this training was facilitated by supervisors.**

Throughout the 2019-20 school year the school district provided staff with two full-day professional development days and five late-arrival days where students were not in the district, with topics based upon the needs assessment survey distributed the prior year. [Note: Due to the forced remote learning due to COVID, late arrival days were not used in the spring of 2020]. All the time was dedicated to teacher-created PLC cohorts that formed on a variety of subjects and met throughout the year. The process was overseen by supervisors and the PD committee. Additionally, coordinated by the instructional supervisors, staff had the ability to use of to two days of release time to work on curricular or professional development projects. As part of this year's teacher contract, teaching staff were continually provided with greater preparation periods than in past years. This time was used for individual or small group development in many cases. Further, staff were given the opportunity to attend out of district workshops of interest, visit other schools/districts, and take graduate courses at area colleges and universities. Additionally, in 2011 the district applied and was accepted into the Montclair State University Network for Educational Renewal (MSUNER). This university-district partnership increased the number of learning opportunities for our teachers. This demonstrates the PVRHSD Professional Development Committee's belief in job- embedded, long-term, focused skill development in the area of infusing educational technology and instructional skills into the repertoire of our teachers, the staff development training, and the curriculum. Many of our workshops were conducted by our own in-house experts in the form of teachers and administrators.

A great deal of the professional development in 2019-20 focused on the goal of equity and inclusivity in district, specifically developing and implementing anti-bias strategies and evaluating curriculum. Additionally, a full day of PD was in-house reading and responding to student equity prompts.

## District Level Professional Development Planning Template

### SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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#### B. Needs Assessment

Provide the definition for question (1) and then provide responses to the remaining questions::

1. Each district has developed an initial definition of student achievement. What commonalities do you notice in the definitions? What student learning priorities are highlighted in the definitions? How will the LPDC support these definitions as they develop the local plan?
2. How did the district committee communicate student learning priorities to the schools for school planning? How has the district committee sought input for district priorities for professional development? Summarize the formal or informal needs assessments that were conducted to identify adult learning priorities focused on student learning gaps?
3. Identify key data for the district plan that were used to provide evidence of adult learning needs based on student needs.
4. What did the final analysis of the needs assessments show to be district priorities?

**The professional development committee members from the School Improvement Committees (ScIP) and each of the two district schools found commonalities in their definition of student achievement. Both groups agreed that student achievement occurs when students acquire the knowledge and the skills that will allow them to be productive members of society that prepare them for college and/or careers after high school. How students develop the skills and acquire the knowledge should be differentiated for each student's ability and individual needs. It is up to the district administration, teachers, parents, community members, and the student to help develop the most effective ways for improving student achievement. The SCIP Committee's role is to continually assist teachers in developing their own knowledge and skills to improve student achievement.**

**The content of the PVRHSD Professional Development program is determined by school goals, curriculum goals, and faculty needs assessments. The inter-district content area "Task Committees" are comprised of teachers of various grade levels from the five Pascack Valley school districts. We believe that staff development occurs over a longitudinal period of time and it is necessary to focus teaching and the resulting student achievement in 3 to 5 year blocks of time.**

**Staff needs for professional development are assessed in various ways. At the end of each workshop, participants complete evaluations as well as suggestions for future workshops to enhance their professional practice. Additionally, each year teachers are given a comprehensive staff development needs assessment survey. Lastly, the work of the Strategic Planning Committee, the Technology Steering Committee, and the Curriculum Committee from the previous year has further been incorporated into the ongoing professional development program.**

Ongoing long-term professional development needs include:

1. Infusion of Technology into the content areas, instructional strategies, and management applications, especially Learning Management Systems
2. Instructional Strategies to Increase Student Engagement

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3. Developing of valid assessments and questioning strategies
4. Equity
5. Providing students with useful feedback towards improvement of learning
6. Wellness/School Climate including school safety and security
7. HIB and Bullying
8. Instructional Design
9. State mandates in Teacher Evaluation and Assessment
10. Teaching in Expanded Time Blocks
11. Remote/Hybrid Learning, Video conferencing, Learning Management Systems (LMS) and Blended Learning
12. Inclusivity

## District Level Professional Development Planning Template

### SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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### C. Professional Development Goals for the District

Provide your responses to the following questions:

1. List the district's established student learning goals and other learning needs. These should: be based on an overview of the schools' goals; an analysis of the needs assessment data; be directly tied to enhanced student learning; and be measurable and attainable.
2. List the professional development goals for the district. These could be SMART goals.
  - a. Specific: Be specific about what is to be accomplished
  - b. Measurable: Identify how the goal will be measured
  - c. Attainable: Ensure the capacity exists to accomplish the goal
  - d. Results Based: Identify the benchmarks and outcomes for the goal
  - e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how the district professional development goals align with the district priorities goals and the systemic goals of the district.

**Vision Statement:** Our vision is to provide high quality staff development programs as an essential way of creating schools in which all students and staff members are continuous learners whose goal is to improve performance.

Although knowledgeable, competent, and well prepared, the PVRHSD staff delivers instruction and services to students who are growing up in a world which rapid, major, and continuous change is occurring. Therefore, staff members need to be engaged in a program of "continuous learning" which will prepare them to meet the needs of all our students effectively. Revised and newly approved core curriculum content standards are identified in our curriculum guide and discussed in our department curriculum planning meetings to ensure that daily lesson plans reflect required core standards.

The concept of continuous learning fulfills the district's vision and promotes programs that encompass every area of school life, including:

- New programs, curricula, and practices that reflect current research and application in education
- Assessment, evaluation, and revision of existing programs
- Federal, state, and local mandates regarding policies and procedures that effect teachers and students
- Instructional theory and practice

Our goal is to bring all of our teachers and staff members to the highest possible level of competency in the relevant areas of instructional methodology and content area knowledge.

#### Professional Development Goals:

- Enable staff to become life-long learners as they continue to assess student learning and modify instruction to meet the needs of each student. (Standards 2.2-2.7) so that students

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can achieve, a high level of success in the core curriculum standards (NJPST #2 Human Growth & Development, NJPST #4 Instructional Planning & Strategies, NJPST #5 Assessment, NJPST #7 Special Needs)

- Enable staff to align instruction to incorporate the NJ Student Learning Standards by enhancing content knowledge of each faculty member to their area of expertise. (Standards 1.1, 1.2, 1.3), (NJPST #1, Subject Area Knowledge)
- Enable staff to teach in more culturally sensitive ways (NJPST #3, Diverse Learners)
- Provide opportunities in a collegial atmosphere where educators are encouraged to take risks that promote student achievement (Standards 9.1-9.8), (NJPST #10, Professional Development)
- Take into consideration that effective implementation of new techniques requires financial support, time, and planning (Standards 10.1, 10.3, 10.4, 10.6), (NJPST #10, Professional Development)
- Be on-going, job embedded, both formal and informal, enhance and capitalize on teacher communication skills and contribute to student achievement (NJPST #8 Communication, NJPST #10 Professional Development)
- Provide participants with active, collaborative, stimulating experiences that take into account adult learning theory (Standards 6.1, 6.2, 6.3), (NJPST #6 Learning Environment)
- Encourage educators to identify and use community resources to foster student learning (NJPST #9, Collaboration and Partnership)

Assessment of Program:

Both program assessment and new directions for staff development will be determined formally and drawn from many sources: written feedback and summary result from staff development workshops, district goals, on-going programs, administrative and content-area meetings, district-wide evaluations, reports and requests from administrators and staff, the observation and evaluation process, Board of Education directives, and state mandated training/workshops. The feedback is important because it helps to shape the goals of the plan and the content of the program for the present and the future. Further, the input from the SCIP committee as well as the PD Committee (which was kept on as a feedback resource, even though the state no longer mandates it) is very valuable.

## District Level Professional Development Planning Template

### SECTION BUILDING A DISTRICT PROFESSIONAL DEVELOPMENT PLAN:

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#### D. District Professional Development Opportunities

Provide your responses to the following questions:

1. Describe the professional development structures and processes that will be used in the district. For instance, will professional development opportunities be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will district offerings provide sustained support for implementation of new skills? How will consultants, institutes, and conferences support district professional development goals? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key core curriculum content standard areas on which your district will focus the professional development? What other district initiatives will be targeted for intensive learning?
3. How will the district support groups of schools whose professional development goals are closely aligned? How will the district support the diversity of school professional development goals?
4. How will the district address professional learning gaps not addressed in schools?
5. How are teachers and administrators being supported in developing productive team structures and protocols that focus on results for students?
6. How will the district plan be communicated to all stakeholders?
7. Summarize the connection between student learning goals and the professional development opportunities.

#### 1. Full and half day in-service programs

**As part of the school calendar, the district will provide professional workshops (2 full days and 5 late student arrival days) for teachers throughout the district to meet for a common purpose. Teachers have selected PLC groups to work in in a variety of areas under the common umbrella of “Increasing Student Engagement for Learning and Effective Feedback Towards Learning”. Our offerings continue to be devoted to the use of instructional practices, the implementation of instructional technology, wellness, Special Services, counseling, HIB, and other mandated trainings.**

#### **New Jersey Student Learning Standards:**

English: 3.1-3.5

Mathematics: 4.1-4.5

Science: 5.1-5.10

Social Studies: 6.1-6.5

World Language: 7.1-7.2

Visual and Performing Arts: 1.1-1.5

Health and Physical Education: 2.1-2.6

Technological Literacy: 8.1-8.2

Career Education & Consumer, Family, & Life Skills: 9.1-9.4

**For 2014-15, the regional curriculum office developed professional development workshops for use by the K-8 sending districts to assist with articulation with the PVRHSD and will continue to do so in 2019-20, especially in the area of math, financial literacy, remote/hybrid learnig and LBGTQ+/disability curriculum implementation.**

## **2. Mandated In-Service**

Staff development programs grow out of mandates from federal, state, and local governing organizations. Ongoing programs include **CPR certification, Bleeding Control, Right to Know, HIB, Teacher Evaluation, affirmative action, Blood Borne Pathogens Awareness, and suicide prevention.** (Standards 1.2, 2.1-2.4, 5.1-5.3, 6.1-6.5, 8.7, 9.3). **All state mandated training will continue for 2019-20.**

## **3. Staff meetings:**

Staff meetings are an important part of the staff development program. Run by principals and supervisors, these meetings are an important vehicle for instruction, implementation of content, pedagogical strategies, and administrative concerns. When possible, meeting time is replaced by time for teachers to meet within their PLC groups. **Going forward, it is expected that in 2020-21, PLC time will also continue to develop on a grassroots level in both high schools during teacher's professional preparation periods to supplement the provided five days of release times. As a result, faculty and/or department meeting times have been reduced for 2020-21.** (Standards 1.1-1.3, 2.1, 2.3, 2.6, 3.3, 9.1-9.2)

## **4. Curriculum Meetings:**

**Multiple department-based meetings take place each year in order to implement curriculum, revise curriculum, and discuss instructional strategies. Further, a district curriculum committee meets periodically to dialogue about curriculum concerns and is made up of teachers, administrators, Board of Education members, parents, and students.** (Standards 1.1-1.3, 2.1, 2.3, 2.6, 3.3, 5.1-5.3, 9.1-9.3)

English: 3.1-3.5

Mathematics: 4.1-4.5

Science: 5.1-5.10

Social Studies: 6.1-6.5

World Language: 7.1-7.2

Visual and Performing Arts: 1.1-1.5

Health and Physical Education: 2.1-2.6

Technological Literacy: 8.1-8.2

Career Education & Consumer, Family, & Life Skills: 9.1-9.4

## **5. Graduate Study:**

**Certificated staff are encouraged to pursue advanced graduate degrees outside the district and can apply for tuition reimbursement for courses.**

## **6. Out of District Workshops:**

Staff members are encouraged to attend relevant out of district workshops. Examples include regional and national conferences. This allows the district to provide professional development that can't be accommodated through our own internal professional development program. **Faculty are also encouraged to visit other school districts with innovative programs to observe, as long as there is not a COVID risk.**

## **7. Observation/Assessment/PDP Process:**

An important component of the Staff Development program will be the observation/evaluation/PDP/**SGO** process in which every certificated staff member must take



part. The observation/assessment/PDP/SGO process will continue to be highly individualized, growing out of the professional relationships between principal/teacher and/or between supervisor/teacher. During the academic year, each tenured teacher will be observed formally at least five times, and a summative and mid-year assessment will be written **utilizing the Marshall Rubrics**. New teachers will be observed at least ten times and will also observe veteran teachers to provide the maximum opportunity to improve their teaching practices. The district instructional model, the **Marshall Rubrics**, developed collaboratively by teachers and administrators through the **DEAC committee**, provides a vision for instruction in the classroom and is the basis for the observation process for both tenured and non-tenured teachers.

Because the process will include both a written report and a conference for each observation and the summative assessment, the entire process will function as a critical staff development program.

It will provide for built-in follow-up through the monitoring of a teacher's lesson plans, informal observations, and/or additional, formal observations. **Non-tenured teachers are evaluated formally a minimum of ten times during the year**, but there are numerous informal observations that provide teachers with feedback. Teachers will provide documentation in seven different domains, according to the Kim Marshall plan.

The information drawn from the observation process will lead to recommendations for individualized staff development through the creation of PDPs, for the development of department or school goals, for planning future, district-wide staff development programs, and for generating district goals. (Standards 7.1-.2, 8.6, 8.7, 9.3, 9.7)

**The district will be starting its ninth year of Mini Observations as a part of the Kim Marshall program for teacher evaluations in 2020-21. Training will continue for both administrators and teachers in this area, with adjustments for remote learning, as needed.**

#### **8. Summer Professional Development Workshops:**

The Pascack Valley Regional High School District Board of Education approved plans for Summer Professional Development Workshops for 2020-21 in the spring of 2020. Continuing Education workshops represent training for teacher improvement, whether in delivery, content, or skill development. Summer Curriculum Development will serve as the main component of the Summer Professional Development Workshops. We anticipate revising curriculum based on new state standards, NJSLS, and our own curriculum review cycle. Because curriculum development occurs as a result of collaboration between the supervisor and the teachers, there is important reorientation, training, and commitment on the part of teachers that takes place during the development process. (Standards 1.1, 9.8, 10.4)

#### **9. Opportunities for New Staff Members:**

**New Teacher Training:** The training program for teachers new to the profession and/or to the district will consist of orientation, training, and on-site mentoring. This takes place in mid-August.

The new teacher orientation typically is spread over several days but due to COVID, has been reduced to one day for 2020-21. Employees new to teaching and/or to the Pascack Valley Regional High School District will have an opportunity to meet with administrators,

supervisors, teachers, mentors for first year teachers, and with one another. They will also become acquainted with key district practices. Frequent meetings of new and non-tenured staff will provide them with an opportunity to meet with administrators to discuss progress, concerns, and goals. Because the district goal is to ensure success and excellence, informal as well as formal mentoring will be one way to ensure beginning teachers, as well as teachers new to the district, support and guidance throughout the first year of teaching. The teachers new to the profession will be assigned a mentor by the building principal. The mentor and protégé will meet formally as well as informally. The Professional Development Committee will provide ongoing support, training and workshops throughout the year for both the mentors and mentees. **All staff members are certified in CPR and AED use as well as bleeding control.**

(Standards 2.6, 5.2-.3, 9.1-8)

#### **10. University/School Collaboration:**

The Pascack Valley Regional High School District collaborates with Rutgers University through our participation in the Waksman Institute and the National Writing Project. The Pascack Valley Regional High School District also participates in the Syracuse University Project Advance program which requires staff to be adjunct instructors of Syracuse University. A series of professional development opportunities are available through Syracuse University to provide high quality content knowledge to a core of teachers who will be teaching these courses – Forensic Science and Public Policy. The district also has dual enrollment relationships with Kean University, Fairleigh Dickenson University, Ramapo College, The University of Texas, and Seton Hall University. The PVRHSD also has a partnership with Montclair State University through the Montclair State University Network for Educational Renewal, which provides professional development and learning opportunities. **As of May, 2020 over 25 staff members are MSUNER Clinical Faculty Members.**

(Standards 3.1-4, 5.1-.2, 6.1-4, 9.1, 9.8)

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#### E. Professional Development Resources

Provide your responses to the following questions:

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. You can indicate the kinds of time opportunities you are creating in the district. For instance, are you offering learning opportunities in which teachers are encouraged to network within and across schools? What district policies are in place to provide time for collaborative professional learning? Are staff meetings and district-wide convocations and institutes focused on student learning? How has the district identified expertise internal and external that will support professional learning priorities?
2. Identify the resources and structures in place in the district that demonstrate that the district community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days, summer academies, coaching and mentoring or after school learning opportunities. Identify the resources that will support educators in improving practices, such as research, professional periodicals, consultants, and conferences linked to the needs of district and school staff.
3. How does leadership engage all stakeholders in making the change needed to support collaborative professional learning?

Historically, there has been a continuing and strong commitment to professional development for the entire staff of the Pascack Valley Regional High School District through the Board of Education's support of staff development opportunities. That commitment underlies the recognition that staff development opportunities for certificated and support staff are essential to enhance and maintain the educational program and, therefore, educational progress for all students. In support of these beliefs, and despite a significant reduction in funding from the State of New Jersey, the Board of Education will continue to budget for professional development in 2019-2020. The staff development budget is also supported by grant money, e.g., IDEA and ESSA.

Teachers, upon approval from the board of education and administration are permitted to attend out-of-district professional development opportunities. The expectation is that the attendee shares information learned with the content area supervisor and together determine how to best turnkey the knowledge gained to the appropriate staff members.

Time for Professional Learning Communities has been established. Time will continue to be designated by the building principals and/or supervisors to utilize monthly meetings for job-embedded, interactive and meaningful professional learning communities.

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#### F. Ongoing Assessment and Evaluation of the School Professional Development Plan

Provide your responses to the following questions:

1. What knowledge, skills or behaviors will educators learn as a result of the District Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impact student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the District Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? For instance, the Local Professional Development Committee might consider the following questions:
  - How might you consider holding district-wide focus groups or conduct surveys to get feedback on district professional development offerings?
  - How might you use school level program evaluation data to provide more input on the district professional development plan?
  - How might you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

Both program assessment and new directions for staff development will be determined formally and drawn from many sources: written feedback and summary results from staff development workshops, district goals, on-going programs, administrative and content-area meetings, district-wide evaluations, reports and requests from administrators and staff, the observation/evaluation/PIP process, Board of Education directives, and state-mandated workshops. The feedback is important because it helps shape the goals of the plan and the content of the program, as well as guiding district commitment for future professional development opportunities.

In 2020-2021, as in the past, formal indices for planning will be generated through evaluations that each participant fills out at the end of each workshop that she/he attended, and the annual survey of needs each staff completes in the spring. In addition to commenting on the utilitarian features of each workshop, staff members will be invited to indicate workshops they would be interested in taking and possible presenters for those workshops. As in the past few years, the area in which teachers expressed greatest interest and need was **increasing student engagement and giving effective feedback**. **This year there is added emphasis on effective hybrid and remote teaching.**

Since staff development is an on-going process in the Pascack Valley Regional High School District, our list of opportunities will continue to grow depending on the needs and interests of our students and staff members. The staff needs time to internalize and take ownership of the new teaching strategies learned this year into practices that they feel comfortable implementing consistently in their classroom. The entire thrust of the delivery of professional development is to improve student achievement. The reason for the commitment of staff to differentiation of

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instruction is to provide teaching in a manner that will better foster student learning. Teachers will use student work, tests, performances, and other authentic work to assess the level to which students have attained mastery and to adjust their teaching styles and instructional materials to meet student needs.

Evidence of the implementation of these practices may be seen in lesson plans and observations of lessons, which incorporate differentiated instruction into the NJSLS. Student projects reflect the district's intent to infuse technology and the Internet into the content areas. Further, improved student learning may tangibly be seen in the area of writing as a result of the implementation of writing across the curriculum. Student writing portfolios, a cumulative four-year file, contain samples of writing progress. Finally, our annual student technology integration survey will also provide the professional development committee with data regarding the infusion of technology into the curriculum to promote 21st century skills.

The commitment to change requires that we do not continually change the focus of professional development from one year to the next. Instead the district and its staff recognize that the district goals and the accompanying professional development should have three to five years of concentration in order for teachers to learn new ideas and strategies and have an opportunity to try and then refine these strategies and ideas. We recognize the learning curve that is necessary for teachers to take calculated risks and experiment with new instructional practices. Thus, our plan builds on and expands our previous plan by providing additional massed and long-term professional development opportunities for staff. It is the function of the professional development committee, in conjunction with our administration, to analyze the data and feedback from our professional staff to develop further professional development opportunities that will benefit student achievement in the Pascack Valley Regional High School District.

## School Level Professional Development Planning Template

### SECTION PLAN SUMMARY FOR DISTRICT PLAN

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**Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:**

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

The Pascack Valley Regional High School District's SCIP and Professional Development Committee believes that 'student achievement' occurs when students acquire the knowledge and the skills that will allow them to be productive citizens of society. How students develop the skills and acquire the knowledge should be differentiated for each student's ability and individual needs. It is up to the district administration, teachers, parents, community members and the student to help develop the most effective way of improving student achievement. The Local Professional Development Committee's role is to continually assist teachers in developing their own knowledge and skills to improve student achievement.

The Pascack Valley Regional High School District is comprised of two medium sized high schools. District Supervisors are responsible for curriculum, instruction, assessment and professional development in both buildings. All professional development, even daily, job-embedded professional development within a school is coordinated between both buildings. As a result, the needs assessment, professional development goals and opportunities are identical between the two buildings.